GENERAL REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

FOR

1883-84.

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1883-84.

I.—GENERAL SUMMARY.

THE event of chief educational interest in the year 1883-84 was the publication of the Report of the Indian Education Commission; a document which may be expected to exercise in future years a wide-reaching and beneficial influence on the spirit and character of educational administration in every province. The recommendations of the Commission, so far as they receive the confirmation of higher authority, and so far as they are found to be compatible with the circumstances and resources of Bengal, will largely determine the future progress of education in this province. The changes recommended, it is true, will probably not affect the Bengal educational system as deeply or vitally as those of some other provinces; for in many respects it is the system and policy already followed in Bengal that have been recommended for general adoption. In the support and countenance afforded to indigenous schools, whether of elementary or of higher instruction; in the encouragement afforded to private enterprise in education by the grant-in-aid rules and the spirit in which they have been worked; in the reluctance of the Department to open Government schools whenever private institutions could be expected or encouraged to do the work; in the active support given to the higher education of Mahomedans; in throwing open Government scholarships to unrestricted competition, and making them tenable as freely in institutions under private as in those under Government management,—in these as well as other vital points the Bengal system met with hearty approval. In other points the system was held to be defective. The insufficiency of the grant allotted for primary education; the necessity of raising the standard of instruction; the need of further provision for inspecting primary schools and for securing a due supply of qualified teachers; the desirability of offering more liberal rates of aid to private colleges; the need of increased provision for the supply of female teachers,—these were points in which the Bengal system was regarded as laying itself open to criticism. The possibility of some of the reforms indicated depends, as will be at once obvious, on an increased grant of funds for education; others it will be the business of the Department, under the sanction of Government, to carry out as means and opportunity allow. In the course of this report reference will from time to time be made to the recommendations of the Commission, and their bearing upon the state and progress of education as manifested in Bengal at the present time.

2. While the Commission was sitting, a special Committee was also appointed by the Government of India for the revision of educational forms of return. The tables submitted with the present report have been drawn up according to the new forms, which were sanctioned by a Resolution of the Government of India, dated 29th October 1883. They differ in many ways from those previously in use, though not so materially as to prevent an intelligible comparison being made between the statistics of the year under report and those of its predecessor. At the same time, the comparison has not been in all cases easy, especially under the head of expenditure; and I have not been entirely satisfied with the explanations of differences under this head which are given in a subsequent paragraph. The chief changes introduced by the new tables are the following. The first is the restriction of the term 'private institutions' to those which do not conform to the regular and accepted

GENERAL SUMMARY.

standards of the Department or the University. Formerly, aided and unaided colleges and schools, however advanced and however highly organised, were called private institutions; but it was contended that, though under private management, they performed public functions of a direct and useful kind, and they are now classed among public institutions. 'Public institutions' are accordingly defined as those in which the course of study conforms to the standards prescribed by the Department of Public Instruction or by the University, and which either are inspected by the Department or present pupils at the public examinations held by the Department or the University. They are 'under public management' if they are managed by the Department, by local or municipal boards, or by other special persons or committees appointed by and acting on behalf of Government; 'under private management,' if their managers are private persons or bodies. This definition of public institutions being understood, private institutions in Bengal will be practically confined to those indigenous schools, classed last year as 'indigenous schools of special instruction' which have not accepted the departmental standards, or been in any direct way modified by the departmental system of primary instruction. The next point of difference is an extension of the term 'aided' as applied to schools. Formerly, those alone were classed as aided which received grants of money from Government; under the new definition all institutions receiving grants from local or municipal funds will be included in the same class. No change is made in the definition of the primary standards, upper and lower, which are left sufficiently elastic to meet the varying circumstances and systems of different provinces. They are, however, precise enough to admit of a sufficiently accurate comparison between one province and another. Schools of indigenous instruction have also been much more precisely classified than before, thus removing a difficulty of long standing. The general tables prescribed under the new rules have been increased from four to seven. The four original tables were (1) abstract return of schools and pupils, (2) detailed return of schools and pupils, (3) detailed return of expenditure, (4) results of prescribed examinations. Those now added are (1) summary of the return of expenditure, (2) return of the stages of instruction of pupils in all classes of schools, (3) detailed return of municipal and local fund expenditure on education. The subsidiary tables to be used are left to the determination of Local Governments. Those that have been provisionally adopted for this report are (1) return of caste and creed of pupils, (2) return of occupations, (3) return of schools aided from the grant-in-aid allotment and the circle grant respectively, (4) detailed return of expenditure from the primary grant, (5) return of the extent and cost of inspection. The number of subsidiary tables might of course be greatly multiplied until, as has been the practice of some provinces, they attained the dimensions of a volume; but it is thought that those above named will suffice to present the broad facts of educational administration and progress in a compendious and intelligible form.

3. The following table shows in the most summary form the progress made during the year in schools of all classes that submit returns to the department:—

Class of Institutions.	1882-83. Schools.	1882-83. Pupils.	1883-84. Schools.	1883-84. Pupils.	Average number of pupils, 1883-84.
Public Institutions—					
University ... Colleges	23	2,900	24	2,826	118
Secondary ... High English schools ...	232	49,759	244	53,498	219
Secondary ... Middle " " ...	654	41,638	665	44,177	66
Secondary ... " vernacular " ...	1,079	59,213	1,108	61,702	56
Primary ... Upper primary " ...	2,214	78,429	2,470	91,049	37
Primary ... Lower " " ...	60,337	1,016,482	61,253	1,073,934	17
Special	68	4,515	98	5,318	54
Female	1,398	27,485	1,920	34,877	19
Total public institutions ...	66,005	1,280,421	67,682	1,367,381	
Private Institutions—					
Advanced: teaching—					
Arabic or Persian			706	7,018	
Sanskrit			941	7,692	
Elementary: teaching a vernacular only or mainly	2,883	30,671	816	9,392	
Other schools not conforming to departmental standards...			112	1,126	
Total private institutions ...	2,883	30,671	2,575	25,228	
Grand Total ...	68,888	1,311,092	70,259	1,392,609	

GENERAL SUMMARY.

' there has been a gain of 1,677 schools coming m, and of 86,960 pupils. In 'private insti- asalas, tols, and maktabs that owe nothing to yet come into effective contact with it, there is nd 5,443 pupils. The presumption is that all sferred within the year to the departmental n the 61,000 lower primary schools shown in the efore reduced to 1,369 schools and 81,517 pupils. , is far below the ratio of increase recorded as regards the number of schools brought ng figures enable us to institute the necessary

nd are in
he net increas
will be at once ap
ous years, at least
the system. The fol
rison:—

		Schools.	Pupils.
In 1879,	a gain of	2,060	86,307
„ 1880	„	6,098	91,323
„ 1881	„	8,131	109,459
„ 1882	„	10,572	178,156
„ 1883	„	10,809	204,447
„ 1884	„	1,369	81,517

It appears from these figures that the increase in the number of schools s been comparatively small, while that of pupils is in a much higher ratio. he obvious meaning is that existing schools have been better attended,—a act, supposing the figures trustworthy, of great educational interest.

5. The population of Bengal, excluding Cooch Behar, Hill Tipperah, and the Tributary States of Chota Nagpore, of which the schools are not included in our returns, amounted by the last census to 68,160,598, of whom 33,917,217 were males and 34,243,381 were females. Reckoned at the usual proportion of 15 per cent., the number of male children of school-going age would be 5,087,582 and the number of female children 5,136,507. Of the scholars on our returns 1,324,261 are boys and 68,346 are girls. Hence, of all boys of a school-going age, over one in four is at school; of all girls of a school-going age, one in 75. Last year the proportion for boys was less than one in four, and for girls one in 89. The increase thus shown is far in excess of the probable rate of increase in the population. As the number of towns and villages in Bengal is close upon 260,000, it also appears that there is rather over one school to every four villages; a village being defined as that which has less than 5,000 inhabitants down to the smallest hamlet.

6. To return to the tables above given. There is an increase of one college, but a loss of 74 college students, elsewhere explained in detail. High English schools show a gain of 12 schools and 3,739 pupils. Middle schools, English and vernacular (for there is now no great difference between these two classes), show an increase of 40 schools with 5,028 pupils. In upper primary schools there is an increase of 256 with 12,620 pupils; a very satisfactory indication of the steady, if gradual, rise of lower primary schools to this more advanced standard. In lower primary schools, as above intimated, there is no such rapid increase "by leaps and bounds" as in preceding years. The recorded increase shows a gain of 916 schools and 57,452 pupils, showing that we are closely approaching the extreme limits of the indigenous system. The number of elementary indigenous schools known to, and still unaffected by, the Department now falls short of 1,000. The apparent increase of 30 in the number of special schools is due to the wrongful inclusion under this head of 35 *kyoungs* (or schools attached to Buddhist monasteries in Chittagong and the Hill Tracts) with 561 pupils. These ought to have been shown under indigenous private institutions; but the error was detected only after all the averages had been completed, and it was not thought worth while to transfer them to their proper head. Eight madrassas have also been transferred to the head of unaided private institutions; and the balance is explained by the addition of three training schools to the list of aided institutions. The other changes under this head are of little importance, as will be shown later on. Under female education there is a gain of 422 schools and 7,392 pupils, independently of a further increase of 3,310 in the number of girls reading in ordinary boys' schools.

GENERAL SUMMARY.

7. The following table classifies schools acco

	1883.			
	Schools.			
PUBLIC INSTITUTIONS—				
Under public management—				
Maintained by the Department ...	327			
,, by municipal boards ...	.....			
Under private management—				
Aided by the Department or by municipal boards	62,708		62,523	1,239,4
Unaided	2,970	0	4,787	92,8
Total ...	66,005	,421	67,682	1,367,38
PRIVATE INSTITUTIONS—				
Of indigenous instruction	2,883	30,671	2,575	25,228
GRAND TOTAL ...	68,888	1,311,092	20,257	1,392,609

8. Under Government institutions there is an increase of two wit slight loss of pupils. The college class opened in the Calcutta Madr reckons as a new Government institution. Six middle schools have b closed, transferred to private management, or reduced to a lower class; w there has been an increase of five in the number of Government prim schools. A training class for gurus has been opened at Ungool in the Ori Mehals, and the Reformatory school at Hazaribagh, supported by the Ja Department, has been (wrongly) brought on to our returns. The temporary closin of the Rajshahye Madrassa was balanced by the transfer to this head of th Nawab's Madrassa at Moorshedabad, hitherto differently classed. A return of the schools maintained by municipalities has for the first time been separately made in accordance with the new rules. It appears that there are 43 schools of this class with 2,592 pupils. Two of these are high, six middle, and 34 primary schools, while one is a surveying school at Ranchi. Aided institutions exhibit a loss of 185 schools, attended by an increase of 67,000 pupils. The apparent loss is satisfactorily explained by the more accurate classification of elementary village schools. Some of these institutions, to the number of 1,920, were last year included among aided schools, on the ground that they received a fee of one rupee for furnishing returns to the Department. They are now more properly classed among unaided institutions, the registration fee being included under administrative charges in the returns of expenditure. Among 'public' schools receiving grants from the State, there has been an increase of 10 high, 69 middle, 271 upper primary, and 937 lower primary; besides an increase of 373 lower primary schools and 44 of a higher class for girls. The increase of 1,817 under unaided schools is explained by the transfer to this class of the registered private institutions of last year, as just explained.

9. The following table compares the expenditure for the year with the budget provision, the figures being supplied by the Accountant-General. They include only those amounts which have been paid from or into Government treasuries:—

BUDGET HEAD OF EXPENDITURE.	Sanctioned estimate, 1883-84.	Actuals, 1883-84.	REMARKS.
	Rs.	Rs.	
Direction and inspection	4,91,666	4,79,889	
Government colleges, general and special	5,45,568	5,72,602	
Government schools	7,31,823	7,28,604	
Grants-in-aid.			
For secondary and superior instruction	4,85,258	4,98,664	
For primary instruction	7,36,742	6,50,445	
Scholarships	1,85,000	1,89,798	
Grants for the encouragement of literature.	13,100	10,803	
Miscellaneous	20,900	24,601*	* Under the head of miscellaneous, Rs. 3,550 are taken for prizes, Rs. 5,841 for "refunds," and Rs. 16,210 for "miscellaneous."
Total ...	32,10,057	31,55,406	
Less receipts	6,34,627	5,45,582	
Net Government expenditure ...	25,75,430	26,09,824	

n ac therefore exceeds the estimate by Rs. 34,394. on of Gov to a special cause. It was understood that 3-84. It turn ed of police charges, would be able to contri- epared to meet cost of Government schools situated within their hacular schools with were accordingly passed; and the sum of taken by them. Th bal institutions was provisionally included, under r consideration; the resu ong the estimated receipts of the Department being that instead of the estimated Rs. 64,600, receipts from municipalities amounted to only Rs. 7,814. This fact ains the deficit above noted, and (municipal contributions apart) converts nto a surplus of Rs. 22,392. Expenditure has in fact fallen short of the sanc- ned estimate by Rs. 54,651, and receipts by Rs. 32,259. In the receipts, eduction of Rs. 18,000 is accounted for by an over-estimate to that amount the fees from law departments, brought about by the almost entire with- awal of students from the law classes of the Presidency College during the ar. The remainder is explained by short receipts of Rs. 6,000 in the fees of overnment colleges and schools, and of Rs. 5,000 in contributions from private ources towards the maintenance of those institutions.

11. Passing on to expenditure, direction shows an excess of Rs. 15,000 over the estimate, which is more than fully explained by the inclusion in the Bengal accounts of the Director's salary while on deputation under the Government of India. Under inspection there is a decrease of Rs. 27,000, chiefly owing to the reduction of 33 per cent. in the sanctioned rate of travelling allowance for Sub-Inspectors. Government colleges show an apparent excess of Rs. 27,000, due for the most part to the fact that the general savings anticipated under this head, and deducted from the total grant, have not been realised. The increase of Rs. 13,000 in the expenditure on grants in-aid has arisen from special building grants sanctioned after the budget for the year was framed. Of the short expenditure of Rs. 86,000 shown under primary instruction, Rs. 36,742 represents the sum allotted for education in Government estates. Towards the close of the year this sanction was suspended and postponed to the current year 1884-85. The balance of Rs. 50,000 represents an actual saving, due chiefly to the fact that a sum of Rs. 30,000 was reserved for future distribution, and only a portion of it distributed.

12. The following table compares the expenditure for two years, taken from the departmental returns. The class of instruction and not the budget head of expenditure is here made the basis of classification, and the net cost to Government, not the gross cost, of Government institutions is shown. The statement also includes not only public expenditure, but expenditure from private sources, such as fees and contributions, in all public schools. The expenditure incurred in the maintenance of private schools, that is, of schools outside the departmental system, is now for the first time excluded, in accordance with the new rules. The statement also differs from that of the Accountant-General in its inclusion of the receipts and charges of medical education and of the charges for school buildings, which are provided for in the estimates of other departments. There are other points of difference, again, in the different methods of classifying expenditure adopted by the Education and by the Account Departments, which have formed the subject of a separate reference to Government:—

	Government expenditure (net).	Total expenditure.	Government expenditure (net).	Total expenditure.
	Rs.	Rs.	Rs.	Rs.
University	.....	66,000	.....	61,000
Collegiate	2,72,000	5,02,000	2,88,000	5,21,000
Secondary instruction ...	6,11,000	23,35,000	5,72,000	23,62,000
Primary "	5,81,000	24,31,000	6,05,000	25,36,000
Female "	1,13,000	4,41,000	1,19,090	4,41,000
Special "	4,08,000(a)	6,66,000(a)	4,29,000(b)	5,49,000(b)
Scholarships	1,67,000	1,86,000	1,69,000	1,87,000
Buildings	4,39,000	4,50,000	2,20,000	2,71,000
Furniture and apparatus ... }	28,000	34,000	{ 13,000	15,000
Miscellaneous ... ... }			{ 67,000	77,000
Superintendence	4,37,000	4,40,000	4,60,000	4,63,000
Total ...	30,56,000	75,51,000	29,42,000	74,83,000

(a) Inclusive of expenditure on indigenous schools of special instruction.
(b) Exclusive of ditto ditto ditto ditto.

GENERAL SUMMARY.

13. The net Governmen[illegible] net expenditure [illegible] and the total expenditure by E[illegible]t deficit is due [illegible] year's accounts of the expendi[illegible]s, on being relieve[illegible] removed from the last year's [illegible]hare towards the [illegible] expenditure on public instit[illegible]ers to this effect [illegible] proportion of Government expend[illegible]count of municip[illegible] fallen from 40·4 to 39·3 per cent. [illegible]ernment, am[illegible]ition [illegible] [illegible]iture in [illegible] [illegible]politan, City, Albert, and La Martinie[illegible]ed out, h[illegible] been received [illegible] proportion of Government expenditure [illegible] at once [illegible] further reduced [illegible] diminution in the total amount of the Gov[illegible]in mu[illegible]enditure has been b[illegible] about by the smaller sums spent in the Pub[illegible]e o[illegible]ks Department upon [illegible]cational buildings, which show a reduction of [illegible]t [illegible] 2,19,000. Under secon[illegible] instruction there has also been a decrease [illegible] Rs. 39,000 in the Governm[illegible] expenditure, chiefly under the head of Government high schools, w[illegible] accounts for nearly Rs. 33,000 of the decrease. A portion of this last it[illegible] amounting to Rs. 18,000, is merely nominal, and is due to the transfer of [illegible] old Moorshedabad Nizamut College to the head of special instruction, under [illegible] new name of the Nawab of Moorshedabad's Madrassa. The remaining decrea[illegible] of Rs. 14,000 is due to the increased receipts and the proportionately reduc[illegible] charges of Government schools, chiefly in the divisions of Patna and Bhag[illegible]pore, where several zillah schools have drawn no portion of their net grants f[illegible] the year. Other heads of expenditure generally show an increase. Th[illegible] cost of collegiate instruction has advanced by Rs. 16,000, nearly all spen[illegible] in Government colleges, as will be hereafter explained. Primary schools for boys show an increase of Rs. 24,000, and for girls of Rs. 13,000; but this sum of Rs. 37,000 is short of the true amount of the increase under primary expenditure, owing to the inclusion under a separate head of the cost of books, slates, &c., purchased for primary schools or given in prizes to boys. Special education shows an increase of Rs. 21,000, due to the transfer to this head of the Nawab of Moorshedabad's Madrassa, as above explained, to an increase of Rs. 4,000 in the cost of the Medical College, and to other minor variations. The charges for furniture and apparatus appear for the first time under a special head; they have hitherto been shown under collegiate and secondary instruction. Miscellaneous charges show a large increase of Rs. 39,000, explained for the most part by the transfer to this head of incidental charges belonging to, and formerly shown under, primary education. The cost of superintendence, that is, of direction and inspection, has increased by Rs. 23,000, of which Rs. 18,000 are due to the double charge for the Director's salary for eight months of the year. Taking all classes of institutions together, the cost to Government of all institutions under public management (Rs. 9,22,480) coincides within ten rupees of the similar cost in the previous year. The expenditure by Government upon grants to institutions under private management (Rs. 10,89,820) is Rs. 27,000 in excess of the previous year. The indirect expenditure upon education (superintendence, scholarships, grants for the encouragement of literature, and miscellaneous charges) has increased by Rs. 74,000; and the expenditure upon buildings has been reduced by Rs. 2,19,000.

14. The fee-receipts of institutions under public management (Rs. 4,89,000) show an increase of Rs. 9,000 over those of last year, though there is a falling off of more than Rs. 3,000 in the fee-receipts from colleges, owing to a reduction in the number of admissions last January. In institutions of all classes under private management that receive grants-in-aid, there is an increase of Rs. 1,70,000 in the fees, which amounted to Rs. 21,60,000 for the year. The sums contributed by municipalities towards the support and promotion of education deserve attention. They have increased from Rs. 40,187 in 1882-83 to Rs. 70,598 in 1883-84. Of this amount Rs. 8,953 have been paid towards the support of Government schools in municipalities, chiefly high schools. Towards schools under private management they have paid Rs. 50,646, of which Rs. 17,500 was contributed to high schools, Rs. 19,000 to middle schools, and Rs. 14,000 to primary schools. The 43 schools (chiefly primary) maintained and managed by municipalities cost those bodies Rs. 4,842 for the year. It may be expected that during the coming and future years the contributions from this source to the cost of education will be largely increased.

15. The following table sums up for reference the statistics of attendance and cost in all classes of public schools for native boys. The cost of schools for native and for European boys differs so widely that it has been thought advisable to exclude from the statement the figures relating to the latter, which

are far more expensive institutions. The necessary particulars for European schools will be found in a subsequent section of this report, and be figures for all classes of schools taken together are given in General Tables I and II. A similar statement for colleges will be found under its proper head:—

Schools for Native Boys.

Class of Schools.	Number of schools.	Average roll-number throughout the year.	Average daily attendance.	Percentage of attendance on roll-number.	Average yearly cost of each pupil— To Government.	Average yearly cost of each pupil— Total.	Percentage of Government cost to total cost.
					Rs. A. P.	Rs. A. P.	
High English Schools—							
Under public management—							
Maintained by the Department	51	282	230	81·5	9 14 6	32 1 6	30·8
Ditto by municipal boards	2	260	202	77·7	0 9 7	13 13 9	4·3
Under private management—							
Aided by the Department or by municipal boards	118	132	104	78 7	4 4 0	19 10 0	21·6
Unaided	64	273	223	81·6	.....	11 15 4	.....
Total High English Schools ...	235	204	165	80·9	.....	.....	.....
Middle English Schools—							
Under public management—							
Maintained by the Department	7	140	110	78·5	12 1 7	21 7 6	56·3
Ditto by municipal boards	1	291	239	82·1	.....	5 5 8	.....
Under private management—							
Aided by the Department or by municipal boards...	521	59	46	78·	4 4 9	13 7 1	31·9
Unaided	124	50	40	80·	.....	8 5 1	.....
Total Middle English Schools ...	653	59	46	78·	.....	.....	.....
Middle Vernacular Schools—							
Under public management—							
Maintained by the Department	182	50	39	78·	5 6 10	8 10 2	62 8
Ditto by municipal boards	5	141	103	73·05	0 10 2	8 0 3	7·6
Under private management—							
Aided by the Department or by municipal boards	845	50	39	78·	2 9 11	7 7 6	35·07
Unaided	76	60	48	80·	.....	5 7 0	.....
Total Middle Vernacular Schools ...	1,108	51	40	78·4	.....	.....	.....
Upper Primary Schools—							
Under public management—							
Maintained by the Department	20	30	19	63·3	3 13 8	4 1 9	93·7
Ditto by municipal boards	28	26	11	42·3	.....	3 12 11	.....
Under private management—							
Aided by the Department or by municipal boards	2,355	33	27	81·8	1 11 8	3 11 6	46·5
Unaided	61	35	27	77·1	.....	3 14 0	.....
Total Upper Primary Schools ...	2,464	33	26	78·8	.....	.....	.....
Lower Primary Schools—							
Under public management—							
Maintained by the Department	12	23	16	69·5	4 8 1	5 0 4	89·7
Ditto by municipal boards	2	20	15	75·	.....	2 15 2	.....
Under private management—							
Aided by the Department or by municipal boards	56,879	15	13	86·6	0 8 2	2 5 5	21·8
Unaided	4,359	11	9	81·8	.....	2 1 8	.....
Total Lower Primary Schools ...	61,252	15	12	80·	.....	.....	.....

There is little change in the figures showing the average attendance of pupils. The low rate in Government upper and lower primary schools is due to the fact that these schools are established only in very backward places. Many of the municipal primary schools are night schools for labourers employed during the day, and in them regular attendance can never be looked for. The impossible proportion of nearly 87 per cent. in the aided primary schools throughout Bengal merely shows the prevalence of very elementary notions on the importance and authority of registers. These documents are shortly to be introduced in a standard form into all primary schools; but the average guru has yet a great deal to learn as to his obligations in relation to them.

16. In nearly every class of schools the cost of each pupil to Government and the total cost are less than in the preceding year. The chief exception is that of middle English schools maintained by the Department, in which the annual cost of each pupil to Government has slightly increased. The high rate in this class of schools is due to the fact that there are only seven in all Bengal; and that two of them, at Rangamati and Bandarban in the hill tracts of Chittagong, are maintained at considerable cost. In other classes of schools there is a decrease both in the cost to Government and in the total cost. The cost of each pupil to Government in Government high schools has fallen from

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Rs. 12-7-7 to Rs. 9-14-6, and the total cost from Rs. 34-10-10 to Rs. 32-1-6. In Government vernacular schools there is only a slight decrease. In the few lower primary schools maintained by the Department the average cost to Government has fallen from Rs. 7 to Rs. 4-8; and in aided schools of this class the cost has fallen from Re 0-8-7 to Re. 0-8-2 for each pupil. In an upper primary school, the standard in which is much higher, the cost to Government rises to Re. 1-12-1 for each pupil. In aided high and middle English schools the proportionate cost to Government is 21·6 and 31·9 per cent., against 18·5 and 10·7 per cent. in schools for Europeans. In aided upper primary schools the corresponding percentages are for aided native schools 46·5, and for European schools 29·7. The cost to Government of lower primary schools receiving aid is greater for Europeans than for natives, being 26·8 in the former against 21·8 in the latter.

17. The classification of pupils according to their progress, in all schools of general instruction, is shown in the following table. Further details will be found in General Table V at the end of this report. The *higher stage* includes pupils in the first two classes of high schools; the *middle stage* includes pupils in the lower classes of these schools, and in the higher classes of middle schools, down to the point which marks the limit of primary instruction; the *upper primary stage* includes the higher section, and the *lower primary* the lower section, of primary schools or classes; these last again being divided into those who are learning to read and those who are not learning to read a printed book:—

Class of Schools.	Number of schools.	Number of pupils on rolls on 31st March.	High Stage.			Middle Stage.			Upper Primary Stage.			Lower Primary Stage. Higher section (reading printed books).			Lower Primary Stage. Lower section (not reading printed books).			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High English	250	53,991	11,858	45	11,903	17,104	119	17,223	13,366	161	13,527	9,982	187	10,169	1,023	146	1,169	53,333	658	53,991
Middle ,, ...	692	46,445	...	6	6	7,914	319	8,233	12,673	608	13,281	18,410	848	19,258	5,024	643	5,667	44,021	2,424	46,445
,, vernacular	1,120	62,209	19	...	19	9,215	15	9,230	14,865	118	14,983	25,776	703	26,479	11,064	434	11,498	60,939	1,270	62,209
Upper primary...	2,735	99,476	...	...	...	442	125	567	15,309	1,473	16,782	43,726	5,111	48,837	28,525	4,765	33,290	88,002	11,474	99,476
Lower ,, ...	62,763	1,097,116	...	...	...	17	...	17	11,409	247	11,656	523,141	21,029	544,170	510,792	30,481	541,273	1,045,359	51,757	1,097,116
Total ...	67,560	1,359,237	11,877	51	11,928	34,692	578	35,270	67,622	2,607	70,229	621,035	27,878	648,913	556,428	36,469	592,897	1,291,654	67,583	1,359,237

18. The significance of this table can best be understood by showing the following compendious summary of it, which compares the salient figures of 1882-83 and 1883-84:—

Stage.	Number of Pupils. 1882-83.	Number of Pupils. 1883-84.	Increase.	Decrease.
High	8,611	11,928	3,317	.....
Middle	38,416	35,270	.....	3,146
Upper primary	62,057	70,229	8,178	.....
Lower ,, ...	455,361	648,913	193,552	.....
Ditto	708,567	592,897	.....	115,678
Total ...	1,273,006	1,359,237	86,231	.....

While therefore the total number of pupils in all primary and secondary schools has increased by 6·75 per cent., the number of pupils in the high stage has increased by 38 per cent., in the upper primary stage by 13 per cent., and in the higher section of the lower primary stage by 42 per cent.; while those in the middle stage have decreased by 8 per cent., and in the lower section of the lower primary stage by 16 per cent. The increase in the number of pupils in the higher stage marks a satisfactory record of progress. It does not by itself, however, afford a sufficient explanation of the decrease of the number in the middle stage, since promotions from the lower classes to the middle ought to have made good the deficiency caused by promotions from the middle to the higher classes. The loss is probably due to a more accurate definition of the middle stage of instruction, resulting in the transfer to the upper primary stage of pupils hitherto returned in the middle stage. Making all due allowance for this difference of treatment, there is still a real increase of 5,000 among

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pupils in the upper primary stage; and as more than two-thirds of this increase is found in upper primary schools, there is good ground for satisfaction as regards schools of that class. The increase of nearly 200,000 shown in the number of pupils reading printed books (the higher section of the lower primary stage) is probably more than the facts warrant. In the previous year's return no pupil was entered in this column who could not read a printed primer; in the present return it includes all who have such a primer in their hands. Still, it is known that a liberal interpretation was always put upon the definition of ability to read; and it is practically certain that there has been a large and satisfactory increase in the numbers of this class. The present definition is much more precise and workable in practice. It appears then that out of 1,359,237 pupils, 592,897 or 43·6 per cent. have not yet reached the stage of learning to read print; and that this proportion varies from 2 per cent. in high schools, and 12 and 18 per cent. in middle schools, English and vernacular, to 33 per cent. in upper primary and 47 per cent. in lower primary schools. If we take all pupils in the upper and lower primary stages together, we find that the proportion of primary pupils in high schools is 46 per cent., in middle English schools 82 per cent., and in middle vernacular schools 85 per cent. Again, the relative proportion of pupils in different stages of progress may be shown as follows:—in the high stage, ·9 per cent. among boys and ·08 per cent. among girls; in the middle stage, 2·7 per cent. among boys and ·9 per cent. among girls; in the upper primary stage, 5·2 per cent. among boys and 3·9 per cent. among girls; in the lower primary stage (higher section), 48 per cent. among boys and 41 per cent. among girls; and in the lower section of the same stage, 43 per cent. among boys and 54 per cent. among girls. Hence, quite independently of the far smaller proportion of girls under instruction than boys, it appears that the girls at school are considerably behind the boys in the proportionate advance they have made.

19. The following statement presents an abstract of Subsidiary Table I, showing the caste and creed of pupils in all institutions. It is a most useful table, now for the first time given in a detailed form:—

Abstract Return of Caste and Creed of Pupils at Colleges and Schools in Bengal for the year 1883-84.

Class of Institutions.	Number of institutions.	Number of pupils on the rolls on the 31st March.	Hindus. (1)—Brahmans, Rajputs, Kayasths, and Babhans.	Hindus. (2)—Navasakhs.	Hindus. (3)—Sonarbanias, Carpenters, Goldsmiths, and other intermediate castes.	Hindus. (4)—Chamars, Doms, Haris, Bagdis, Pods, &c.	Hindus. Total.	Mussulmans.	Christians. Europeans and Eurasians.	Christians. Native Christians.	Christians. Total.	Other (aboriginal) races, Buddhists, Parsis, &c., &c.	Grand Total of all Races.
Public Institutions.													
University Education.													
Arts Colleges...	24	2,826	2,187	241	153	1	2,582	132	74	20	94	18	2,826
Professional „	11	947	690	74	51	.....	815	30	83		89	13	947
Schools for General Education.													
Boys' schools—													
High English	244	53,498	33,794	6,576	5,382	221	46,033*	5,185	1,469	471	1,940	340	53,498
Middle „	665	44,177	24,447	6,169	5,276	420	36,312	5,755	1,408	505	1,913	197	44,177
„ vernacular	1,108	61,702	30,154	10,655	11,044	1,223	53,076	8,238	.....	143	143	245	61,702
Upper primary	2,470	91,049	31,042	18,150	20,838	3,595	73,626*	14,811	213	648	861	1,751	91,049
Lower „	61,253	1,073,934	243,723	203,976	207,275	51,485	706,459	344,183	31	1,765	1,796	21,496	1,073,934
Girls' schools	1,820	34,877	14,269	5,492	5,258	817	25,848*	4,204	2,538	1,936	4,474	351	34,877
Schools for Special Education ...	87	4,371	1,235	165	177	71	1,648	1,589	9	466	475	659	4,371
Total ...	67,682	1,367,381	3,81,541	251,498	255,454	57,823	946,399*	384,127	5,825	5,960	11,785	25,070	1,367,381
Private Institutions.													
Advanced	1,647	14,710	8,406	91	198	5	8,700	5,993	.....	4	4	13	14,710
Elementary	928	10,518	3,900	489	2,006	431	6,826	1,883	.....	1,493	1,493	316	10,518
Total ...	2,575	25,228	12,306	580	2,204	436	15,526	7,876	.....	1,497	1,497	329	25,228
Grand Total ...	70,257	1,392,609	393,847	252,078	257,658	58,259	961,925	392,003	5,825	7,457	13,282	25,399	1,392,609

* The distribution of the remaining pupils, in all 83, is not given in the original returns.

20. Of the pupils in all public institutions 69 per cent. are Hindus, 28 per cent. Mahomedans, nearly 1 per cent. Christians (half of them being native Christians), and nearly 2 per cent. aborigines. Of the Hindus at school 40 per cent. belong to the dominant castes of Brahmans, Kayasths, &c., who have always been recognised as forming the literate classes; 27 per cent. to the "Nabasakh," or nine respectable castes from whom a Brahman will take

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water; 27 per cent. to Banias and allied castes; and 6 per cent. to the degraded or servile castes of Chamars, Doms, &c. In colleges, the literate castes outnumber all the rest by more than five to one, and in high schools by nearly three to one; in middle schools they compose more than half the total number of pupils; in upper primary schools more than one-third; and in lower primary schools nearly one-fourth. In all English schools, the number of Nabasakhs is somewhat higher than that of Sonarbanias; in all vernacular schools somewhat lower. The proportion of pupils of the degraded castes steadily rises as we go downward in the educational scale. For every 1,000 pupils of the Brahman and other literate castes, there are of the degraded castes 7 pupils in high and 17 in middle English schools, 40 in middle vernacular schools, 115 in upper primary, and 211 in lower primary schools. One of them is a student of the Patna College. The detailed figures for lower primary schools have an interesting bearing upon statements that have from time to time been made, that the indigenous village schools were schools for the masses, that is, for the lower classes. The truth is, as pointed out in the report of the Bengal Provincial Committee to the Education Commission, that the constitution of the pathsalas, as they originated and were maintained in the village communities, has always been perfectly democratic. They have been attended from the earliest times by pupils from every class of the community, the higher as well as the lower; indeed, the higher classes have predominated by reason of the more important place they occupy in the village community. They attend the pathsala as a preparatory school, and are in fact its best paymasters. The effect of Government interference with these village schools has been not to increase but to diminish the relative proportion of the higher classes among the pupils. This fact is rendered quite clear by an examination of the figures given above for private elementary institutions, that is, village pathsalas that are still unaffected by the departmental system. In these last the proportion of pupils of the superior or literate castes is 57 per cent.; in the aided primary schools it is only 23 per cent. The other or 'advanced' class of primary institutions comprises Sanskrit tols and Mahomedan maktabs or madrassas. In the former, the proportion of Brahmans is, as might antecedently have been expected, as high as 96 per cent.

21. In the following table is given a summary of Subsidiary Table II, showing the social position and occupation of the parents of the pupils. This is a convenient combination of the two returns of "social position and wealth" and "social position and occupation," given in the Annual Report for 1882-83:—

Abstract Return of Occupation of Parents or Guardians of Pupils at Colleges and Schools in Bengal for the year 1883-84.

Class of Institutions.	Number of institutions.	Number of pupils on the rolls on the 31st March.	Richer classes of society (yearly income above Rs. 5,000).	Middle Classes of Society (yearly income from Rs. 200 to Rs. 5,000).						Poorer Classes of Society (yearly income not exceeding Rs. 200).							Grand Total.
				Government service.	Private service.	Estates.	Professions.	Trades.	Total.	Service.	Agriculture.	Trades.	Skilled labour.	Common labour.	Miscellaneous.	Total.	
Public Institutions.																	
University Education.																	
Arts Colleges ...	24	2,826	375	649	574	485	270	200	2,178	132	28	34	2	1	50	247	2,800
Professional " ...	11	947	70	242	245	124	72	51	734	105	4	18	.....	.....	16	143	947
Schools for General Education.																	
Boys' schools—																	
High English ...	244	53,498	3,581	8,901	8,908	7,932	5,511	4,841	36,093	4,891	3,214	2,146	743	596	2,163	13,753	*53,427
Middle " ...	665	44,177	1,106	2,798	6,141	5,667	2,928	3,697	21,231	5,962	7,608	3,316	985	1,153	2,731	21,755	*44,092
Middle vernacular..	1,108	61,702	911	2,391	5,517	7,825	2,652	4,869	23,254	8,307	14,836	6,446	2,129	2,070	3,749	37,537	61,702
Upper primary ...	2,470	91,049	595	1,001	3,261	7,868	1,763	4,699	18,592	9,075	38,829	11,253	4,145	4,472	4,015	71,789	*90,976
Lower " ...	61,253	1,073,934	3,110	4,310	19,218	52,187	13,979	37,791	127,485	68,862	623,594	100,607	43,409	62,939	43,928	943,339	1,073,934
Girls' schools	1,820	34,877	626	3,058	3,782	2,687	1,819	2,650	13,996	4,141	7,470	3,765	1,046	1,245	2,135	19,802	*34,424
Schools for special education	87	4,371	52	178	293	701	291	133	1,596	533	791	355	70	316	658	2,723	4,371
Total ...	67,682	1,367,381	10,426	23,528	47,939	85,476	29,285	58,931	245,159	102,008	696,374	127,940	52,529	72,792	59,445	1,111,088	*1,366,673
Private Institutions.																	
Advanced...	1,647	14,710	146	89	227	902	1,233	344	2,795	1,719	6,902	788	660	381	1,319	11,769	14,710
Elementary	928	10,518	67	6	45	375	200	199	825	691	6,957	738	492	448	300	9,626	10,518
Total ...	2,575	25,228	213	95	272	1,277	1,433	543	3,620	2,410	13,859	1,526	1,152	829	1,619	21,395	25,228
Grand Total ...	70,257	1,392,609	10,639	23,623	48,211	86,753	30,718	59,474	248,779	104,418	710,233	129,466	53,681	73,621	61,064	1,132,483	1,391,901

* No returns from the remaining pupils, amounting in all to 708

GENERAL SUMMARY.

22. Of 2,800 pupils in Arts Colleges only 375, or 13 per cent., have incomes exceeding Rs. 416 a month, while 247, or 9 per cent., have incomes below Rs. 17-8 a month. Many of these last are winners of Government scholarships, who without such assistance would be unable to secure a University education. The returns show that 78 per cent. of college pupils belong to the middle classes of society, with incomes derived for the most part from Government or private service or from land, and generally varying from Rs. 100 to Rs. 300 a month. The proportion of middle class pupils falls to 59 per cent. in English schools, and to a much lower proportion in vernacular schools, owing to the increasing numbers in the latter of pupils belonging to the poorer classes. These last form 26 per cent. in high and 47 per cent. in middle English schools, 61 per cent. in middle vernacular, 79 per cent. in upper primary, and 88 per cent. in lower primary schools. The children of cultivating ryots attending all public schools number 696,374, of whom 629,594 are in lower primary schools. On comparing this table with the preceding one, a noticeable fact emerges. We remarked that 40 per cent. among Hindus, or 28 per cent. among all pupils, were Brahmans, Kayasths, or members of other literate and dominant castes. From the present table it appears that only 19 per cent. of the pupils in all schools belong to the richer and middling classes of society. Hence, at least 9 per cent. (and an unknown proportion beyond) of the pupils are Brahmans and other superior castes who belong to the poorer classes of society; in other words, at least 32 per cent. of the literate and dominant castes belong to the poorer classes.

23. The number of pupils in all classes of institutions, aided and unaided, is here shown for each division:—

Division.	In Public Institutions.										In Private Institutions.							
	Colleges.		Secondary schools.		Primary schools.		Special schools.		Total.		Advanced.		Elementary.		Total.		Grand Total.	
	1883.	1884.	1883.	1884.	1883.	1884.	1883.	1884.	1883.	1884.	1883.	1884.	1883.	1884.	1883.	1884.	1883.	1884.
Calcutta	2,445	2,525	17,977	14,278	6,735	8,975	645	694	27,802	26,472	...	291	...	.....	115	291	27,917	26,763
Presidency	146	144	29,128	31,780	125,009	137,036	149	152	154,432	169,112	...	958	...	45	935	1,003	155,367	170,115
Burdwan	468	445	27,144	29,864	214,712	217,265	332	314	242,656	247,888	...	1,267	...	380	2,691	1,647	245,347	249,535
Rajshahye	86	98	13,902	13,010	61,424	82,215	226	86	75,638	95,409	...	913	...	138	1,063	1,051	76,701	96,460
Dacca	325	272	27,647	28,266	185,715	216,564	648	759	214,335	245,861	...	2,432	...	514	5,076	2,946	219,411	248,807
Chittagong	15	22	9,255	10,048	160,035	143,104	425	1,112	169,730	154,286	...	398	...	163	3,716	561	173,446	154,847
Patna	220	231	14,877	15,604	132,214	147,132	552	574	147,863	163,541	...	7,138	...	5,813	15,510	12,951	163,373	176,492
Bhagulpore	...	...	6,250	6,372	83,031	88,497	88	15	89,369	94,884	...	245	...	683	259	928	89,628	95,812
Chota Nagpore... ...	...	...	3,386	3,458	33,670	36,307	411	443	37,467	40,208	...	125	...	1,764	250	1,889	37,717	42,097
Orissa	51	36	4,143	4,089	104,280	105,890	177	207	108,651	110,222	...	825	...	1,012	958	1,837	109,609	112,059
Orissa Tributary Mehals	...	...	674	714	11,798	12,814	6	15	12,478	13,543	...	118	...	6	98	124	12,576	13,667
Pupils in schools for Europeans and Eurasians throughout the country ...	...	..	.....	5,162	.....	793	...	...	.....	5,955	...	...	...	.....	.....	.....	.....	5,955
Total ...	3,756	3,773	154,383	162,645	1,118,623	1,196,592	3,659	4,371	1,280,421	1,367,381	...	14,710	...	16,518	30,671	25,228	1,311,092	1,392,606

There has been an apparent decline in Calcutta, due to the failure of some secondary schools under private management to submit returns. In the Rajshahye Division there is a loss of secondary pupils, owing to the more accurate classification of a number of middle vernacular schools now ranked as upper primary. The chief cause of increase is to be found in the primary schools, which show an advance in every division except Chittagong and Burdwan. These points, however, will be more conveniently considered under their proper heads.

II.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

24. The office of Director of Public Instruction was held by Mr. G. Bellett from the beginning of the year to the 9th December 1883, when I returned from the privilege leave taken after my work in connection with the Education Commission was over.

25. The following changes took place in the staff of higher inspecting officers during the year:—Mr. C. B. Clarke, on returning from England after six years of special duty in the Herbarium at Kew, was placed in charge of the Presidency Circle on 1st April 1883; Mr. A. M. Nash, the acting Inspector, being appointed to the new office of Inspector of European Schools. On the retirement of Babu Bhoodeb Mookerjea, C.I.E., Inspector of the Behar and Western Circles, Mr. J. vanS. Pope was placed in charge of the Behar Circle, and Babu Brohmo Mohan Mullick, Assistant Inspector, was appointed Inspector of the Western Circle. Dr. C. A. Martin remained in charge of the Eastern and Rajshahye Circles, with Babu Deno Nath Sen as his Joint-Inspector in the Eastern Circle. Babu Radha Nath Ray was Joint-Inspector of Orissa, and Babu Bireswar Chakrabarti, Assistant Inspector in Chota Nagpore.

26. The following statement is introduced in accordance with the orders of Government conveyed in the Resolution on the Annual Report for 1882-83. It shows the work done by Circle Inspectors, with their Joint and Assistant Inspectors.

Statement of Work done by the Inspectors of Schools and their Assistants during the year 1883-84.

NAME OF OFFICER.	Days on inspection.	Schools visited.
Mr. C. B. Clarke, M.A., Inspector of Schools, Presidency Circle	115	103
Babu Radhika Prasanna Mookerjea, Assistant Inspector of Schools, Presidency Division*	115	180
Babu Bireswar Chuckerbutty, Assistant Inspector of Schools, Chota Nagpore Division	177	129
Babu Brahma Mohun Mullick, Inspector of Schools, Western Circle†	99	60
Dr. C. A. Martin, Inspector of Schools, Eastern and Rajshahye Circles	177	249
Babu Dina Nath Sen, Joint-Inspector of Schools, Dacca Circle	150	123
Mr. John vanSomeren Pope, Inspector of Schools, Behar Circle‡	154	150
Mr. E. R. T. Tiery, B.A., Assistant Inspector of Schools, Patna Division	195	157
Babu Mathura Nath Chatterjea, M.A., Assistant Inspector of Schools, Bhagulpore, Division	184	82
Babu Radha Nath Roy, Joint-Inspector of Schools, Orissa Circle	179	189
Mr. A. M. Nash, M.A., Inspector of European Schools ...	106	99

* On special duty for 3 months. † For 8 months. ‡ For 9 months.

27. Excluding the Inspector of European Schools, whose duties are of a special kind, the average length of tour of each Inspector, including Joint and Assistant Inspectors, was thus 155 days. Each of them visited on an average 141 schools *in situ*, of which 83 were schools of secondary instruction and the rest primary schools of various classes. Of these ten officers, eight also held or witnessed examinations of primary schools at central gatherings, at which 3,897 pathsalas were assembled. It is obviously impossible for the Inspectors to see any but a small fraction of the pathsalas of a district *in situ*; they rightly, therefore, take frequent opportunities of assembling primary schools at centres, the slight expenses of the examination being met from the district allotment for primary education. The Presidency officers are from various causes much more confined to headquarters than those of other divisions.

28. The following table shows the quantity of work done by Deputy Inspectors:—

Statement of Work done by Deputy Inspectors of Schools during the year 1883-84.

Districts.	Days on tour.	Number of schools visited.	Visits to secondary schools.	Secondary schools under inspection.	Remarks.
Burdwan	179	275	139	94	There is an additional Deputy Inspector for secondary schools in Burdwan, whose work is not shown in this statement.
Bancoorah	169	209	134	54	
Beerbhoom	157	235	82	27	
Midnapore	105	128	73	66	
Hooghly	121	151	108	101	
Howrah	150	242	100	50	
Average for the Division ...	147	206	106	65	
Calcutta	.....	169	13	49	
24-Pergunnahs	223	254	156	137	
Nuddea	139	180	101	70	
Jessore	120	160	73	75	
Khoolna	159	240	125	66	
Moorshedabad	138	220	104	53	
Average for the Division ...	156	211	112	80	
Dinagepore	160	171	74	29	
Rajshahye	195	243	83	26	
Rungpore	199	186	113	59	
Pubna	155	205	112	47	
Bogra	134	197	92	27	
Darjeeling	.....	.....	.....	.....	The Deputy Inspector was on special duty.
Julpigori	108	144	76	21	
Average for the Division ...	153	191	91	35	
Dacca	202	265	169	154	
Furreedpore	111	229	63	75	
Mymensingh	70	125	67	84	
Backergunge	82	108	72	66	
Average for the Division ...	116	182	93	95	
Chittagong	137	174	66	43	
Noakhally	133	240	87	27	
Commillah	184	135	94	71	
Average for the Division ...	151	183	82	47	
Patna	99	104	59	37	
Gya	184	153	79	37	
Shahabad	169	138	136	55	
Sarun	184	151	61	20	
Champarun	174	189	50	12	
Mozufferpore	132	140	46	19	
Durbhanga	223	141	62	27	
Average for the Division ...	166	145	70	29	
Monghyr	198	263	59	21	
Bhagulpore	166	251	59	27	
Purneah	127	169	36	13	
Maldah	168	125	85	25	
Sonthal Pergunnahs	159	106	47	19	
Average for the Division ...	163	183	57	21	
Cuttack	132	201	48	31	
Pooree	149	181	17	15	
Balasore	217	223	25	21	
Average for the Division ...	166	202	30	22	
Hazaribagh	143	257	39	14	
Lohardugga	153	324	21	10	
Manbhoom	183	256	60	18	
Singbhoom	242	435	15	6	
Average for the Division ...	180	318	34	12	

29. The prescribed duration of tour for Deputy Inspectors is 15 days in a month on the average. The other 15 days may be fairly yielded to them for the discharge of the multifarious and important duties which constitute a Deputy Inspector's "office work," a branch of their duties which is much more real and exacting than it is in the case of Sub-Inspectors. They have to conduct correspondence, often considerable, with the Inspector or the Sub-Inspector on the one hand, and with school secretaries and head-masters on the other. They have also to check all primary school expenditure, a work involving detailed labour. They have to submit their own diaries and quarterly returns of all classes of schools to the Magistrate, and of secondary schools to the Inspector; and to examine and remark on the diaries of their Sub-Inspectors. They have to make arrangements for departmental examinations, to appoint, transfer, degrade, and dismiss primary schoolmasters, to grant leave to subordinate teachers in Government and aided middle schools. In some districts their duties are even more numerous; while in some again they

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have succeeded in reducing their office work to very manageable dimensions. I therefore consider a general allowance of 15 days a month to be a fair one. From this estimate should, however, be excluded the month of April, when they are busy at head-quarters, with their annual reports and returns, due from these officers on the 30th April; and also the Durga Puja month, when the schools are generally closed, and it is of little advantage to travel. In some other months, also, travelling is not very easy work; but they are required to make up these deficiencies by increased activity at other times. Taking, therefore, an average of 15 days in a month for a period of 10 months, we should require every Deputy Inspector to be on tour, in ordinary circumstances, for 150 days in the year. It appears from the table that 25 officers attained this limit, while many considerably exceeded it; and that 18 officers fell short of the limit. The average for each officer was 156 days. During this time he visited 198 schools *in situ*, of which 72 were secondary schools; the number of secondary schools under his inspection being 44. The length of tour varied from 116 days in the Dacca Division to 180 days in the Chota Nagpore Division; the Burdwan Division showing an average of 147 days, Chittagong 151 days, Rajshahye 153 days, Presidency 156 days, Patna and Bhagulpore 164 days, and Orissa 166 days. The low average of the Dacca Division was due to the circumstance that the late Deputy Inspector of Backergunge, on the eve of his retirement from the service owing to weak health, showed little activity in inspection; while the Deputy Inspector of Mymensingh, ordinarily an active officer, is reported to have been so closely occupied in office work connected with primary school administration, that he was absent from head-quarters for only 70 days during the year. The Furreedpore Deputy Inspector was on tour for only 111 days. The Burdwan Division does not show to advantage, owing to the short tours made by the Deputy Inspectors of Midnapore and Hooghly, with 105 and 121 days respectively. With the exception of the officers mentioned above, together with the Deputy Inspector of Jessore, whose tour was limited to 120 days, and Maulavi Abdur Rahim of Patna, who stands at the bottom of the list with 99 days, the great majority of the other Deputy Inspectors were travelling in the interior of their districts for more than 150 days in the year. A few officers showed conspicuous activity. The Deputy Inspector of Singbhoom was on tour for 242 days. Babu Jagat Chandra Banerjea, Deputy Inspector of the 24-Pergunnahs, was on tour for 223 days, in spite of his 60 years of age; and Babu Beni Prasad Misra of Durbhanga for the same period. The Deputy Inspector of Balasore, Babu Trailokyanath Ghosh, B.A., was on tour for 217 days, Babu Kailas Chandra Sen of Dacca for 202 days, and Babu Mahendronath Dutt of Rungpore for 199 days.

30. Turning to the quantity of work done by Deputy Inspectors, it appears that the number of visits to schools *in situ* varied from 145 in the Patna Division to 318 in Chota Nagpore. In the Presidency Division the average number of visits was 211, of which 112 were to secondary schools. In the Burdwan Division the average was 206, of which 106 were to secondary schools. In Rajshahye the figures were 191 and 91 respectively. In Dacca they were 182 and 93; in Chittagong, 183 and 82; in Patna, 145 and 70; in Bhagulpore, 183 and 57; in Chota Nagpore, 318 and 34; and in Orissa, 202 and 30. The more advanced the division, the greater, it will be seen, is the number of secondary schools inspected. The inspection of secondary schools is declared to be the chief duty of Deputy Inspectors everywhere; but in backward divisions, such as Chota Nagpore and Orissa, and to a less extent in Behar, the number of secondary schools is so small as to allow of more time being devoted to the inspection of primary schools. The Deputy Inspectors of Dacca and the 24-Pergunnahs visited the largest number of secondary schools, 169 and 156 respectively. The large number (136) inspected in Shahabad is due to the fact that the Magistrate has relieved the Deputy Inspector of the duty of holding gatherings of primary schools. But the total number of schools of all classes inspected in the Patna Division is far below what it ought to be in every district, except Chumparun. The work done by the Deputy Inspectors of the 24-Pergunnahs, Monghyr, Dacca, and Burdwan was very creditable; while that of all Deputy Inspectors in Chota Nagpore was far above the average, especially those of Lohardugga and Singbhoom, who are reported to have visited

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in situ, independently of inspections at central gatherings, 324 and 435 schools respectively. The smallest quantity of work in the inspection of schools of all classes was done by the Deputy Inspectors of Midnapore (128), Mymensingh (125), Maldah (125), and Patna (104).

31. It is required of Sub-Inspectors that they shall be on tour for 20 days in a month, or for 200 days in a year of ten months, as above explained. The following table shows the work done by the Sub-Inspectors of each district taken together, and the average for each division:—

Statement of Work done by Sub-Inspectors of Schools during the year 1883-84.

Districts.	Number of Sub-Inspectors.	Days on tour.	Number of schools visited.	Schools under inspection.	Remarks.
Burdwan	5	1,137	2,747	1,579	
Bancoorah	3	538	1,446	1,312	
Beerbhoom	3	594	1,310	682	
Midnapore	10	1,917	2,756	4,309	
Hooghly	4*	993	2,070	1,482	* Excluding education clerk.
Howrah	2*	366	456	797	* Ditto ditto.
Average for the Division, 27 officers	.....	205	399	376	
24-Pergunnahs	9*	2,033	3,637	1,708	* Including one municipal Sub-Inspector.
Nuddea	6	1,257	2,253	834	
Jessore	6	1,174	2,453	1,192	
Khoolna	4	728	916	924	
Moorshedabad	4	911	1,659	520	
Average for the Division, 29 officers	.....	210	376	178	
Dinagepore	6	1,271	2,562	594	
Rajshahye	4*	763	1,005	652	* Including education clerk.
Rungpore	5	1,034	1,202	826	
Pubna	5*	698	1,380	1,059	* Ditto ditto.
Bogra	2*	308	752	400	* Ditto ditto.
Darjeeling	1	269	292	126	
Julpigori	2*	362	384	99	* Ditto ditto.
Average for the Division, 25 officers	.....	188	303	150	
Dacca	6	1,665	1,680	2,714	
Furreedpore	4	893	1,581	1,524	
Mymensingh	5	874	848	3,753	
Burrisal	5	1,185	1,216	2,787	
Average for the Division, 20 officers	.....	231	266	539	
Chittagong	2	483	390	1,260	
Noakhally	3	730	903	1,804	
Tipperah	4	784	1,077	3,542	
Chittagong Hill Tracts	1*	203	74*	37	* Including Kyoungs in Chittagong district.
Average for the Division, 10 officers	.....	220	244	664	
Patna	3	445	1,229	2,060	
Gya	4	884	1,249	1,561	
Shahabad	4	813	1,179	1,494	
Sarun	4	832	1,582	1,619	
Champarun	2	336	778	1,530	
Mozufferpore	4	825	1,093	2,886	
Durbhanga	3	513	955	2,179	
Average for the Division, 24 officers	.....	194	336	555	
Monghyr	3	623	1,383	2,383	
Bhagulpore	4	890	1,523	2,559	
Purneah	4	653	1,625	1,010	
Maldah	3*	237	268	507	* Including education clerk. One Sub-Inspector for three months only.
Sonthal Pergunnahs	5	926	1,335	1,036	
Average for the Division, 19 officers	.....	175	323	394	
Cuttack	5	1,115	2,699	4,921	
Pooree	2	498	1,015	2,066	
Balasore	2	526	1,134	2,145	Figures for one Sub-Inspector ot returned.
Orissa Tributary Mehals	5	1,231	926	1,060	
Average for the Division, 14 officers	.....	240	412	728	
Hazaribagh	3*	372	549	293	* Including education clerk.
Lohardugga	4*	816	1,502	321	Ditto ditto.
Manbhoom	2	407	587	429	
Singhbhoom	1	178	487	113	
Average for the Division, 10 officers	.....	177	312	115	

32. Taking an average for the whole of Bengal, we find that each of the 178 officers employed (including 8 education clerks and the Kyoung examiner of Chittagong) was on tour for 204 days in the year, that he had 387 schools under his inspection, and that he visited *in situ* 327 of these, independently of the number collected and examined at central gatherings. The work done by the Sub-Inspectors as a body must therefore be regarded as quite sufficient and satisfactory. With respect to the number of days spent on tour, the Sub-Inspectors of the Orissa, Dacca, and Chittagong Divisions stand highest, with an average of 240, 231, and 220 days respectively. In the Resolution on the

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Annual Report for 1882-83, it was stated that local inspection had been much neglected in every district of the Chittagong Division, and that the Lieutenant-Governor would expect a decided improvement in this respect in future. The warning has not been thrown away. I may add in this connexion that more than half the inspection work of Babu Dinanath Sen, Joint-Inspector of the Eastern Circle, was devoted to the Chittagong Division. The Presidency and Burdwan divisional officers have also passed the average of 200 days; the rest are below it. But if the journeys of education clerks employed as Sub-Inspectors are excluded (since these officers are necessarily much confined to head-quarters), the average for Sub-Inspectors in the Rajshahye Division, the district of Pubna excepted, would exceed the limit of 200 days. The average of 175 and 177 days for the Sub-Inspectors of the Bhagulpore and Chota Nagpore Divisions is much too low. The Bhagulpore average is reduced by the small amount of work down in the Purneah and Maldah districts. In Chota Nagpore there were very frequent and unavoidable changes of officers during the year. Five Sub-Inspectors in this division exceeded the limit of 200 days on tour; and one of them, Babu Kalikananda Mookerjea of Singbhoom, is specially commended for his activity and intelligence.

33. The number of visits paid to schools *in situ*, independently of central gatherings, was highest in the Orissa Division, where 412 visits on an average are placed to the credit of each Sub-Inspector. The Burdwan and Presidency Divisions are not far behind, with 399 and 396 visits respectively. The low average of 244 schools visited by Sub-Inspectors in the Chittagong Division is partly brought about by the inclusion of the work of the Kyoung Inspector in the statement. If he be excluded, the average rises to 263, very near to that of the Dacca Sub-Inspectors with 266. In these divisions the quantity of actual inspection work appears to be too low. I allow for the fact that in the eastern districts journeys must be performed by boat, and also for the fact that the Sub-Inspectors of Eastern Bengal come second only to those of Orissa in regard to the number of days spent on tour. Still, I see that two Sub-Inspectors in Furreedpore, one in Dacca, and one in Tipperah, succeeded in visiting 400 schools and upwards *in situ* during the year. At the same time I should add that the visiting of schools *in situ* may easily be overdone. When, for example, I read of one Sub-Inspector in Cuttack visiting 561 schools *in situ*, in journeys extending over only 162 days, and of another in Purneah visiting 778 schools in 232 days, the inspection could only have been of the most hurried kind, and no great source of help or guidance to the teacher. I should be content if I could see an average of one school inspected *in situ* for every day in the year, or better still, an average of two schools inspected for every day spent on tour. This estimate is of course affected by the closeness or sparseness of schools, and the difficulties of travelling in different parts of the country. The best record of activity is probably shown by Sub-Inspector Dwarkanath Bose of Jessore, who visited 748 schools *in situ* in a journey of 307 days; though, as regards the number of days spent on tour, he is beaten by one officer in Furreedpore and three in Dacca, two of the latter (Babus Kali Kisor Som and Baikuntanath Sen) having been away from head-quarters for 344 days each.

34. It is evident, therefore, that the demand for 200 days to be spent on tour is really a very moderate requirement. I believe that the reason why in many cases it is not attained is that the somewhat musty plea of "office work" often expresses a reality. Some Deputy Inspectors have a passion for forms, which they impose without stint upon their Sub-Inspectors; so that the latter are confined to head-quarters a good deal more than the interests of primary education really require. I have before explained what the office work of Deputy Inspectors is. Still, I would add that some of the most hard-working and efficient of these officers seem to be able to manage with very few forms, very limited correspondence, and very little detention at head-quarters on the ground of office work; and this necessarily reacts on their subordinates. It is perfectly clear that office work of an unimpeachable kind can easily be created by an officer whose tastes lead him to prefer the desk to the road. No rules can check this altogether. The best way is to fix a moderate minimum limit for length of tour, such as the 150 days and 200 days I have recommended for Deputy and Sub-Inspectors; to insist on that minimum being reached, officers being called on in every case

to explain deficiencies; and to trust to mutual emulation to do the rest. Meanwhile I have definitely reduced the office work of Deputy Inspectors in one or two directions, tending to economy of time. But it is to the transfer of some portion of the educational administration to district and local boards that we mainly look for relieving inspecting officers of their clerical duties.

35. No approximately correct returns of the inspection work done by chief gurus or inspecting pundits in the Dacca and Rajshahye Divisions has been received in my office. In the Burdwan Division 273 chief gurus in Hooghly, Burdwan, and Midnapore paid 31,746 visits to lower primary schools. In the Bhagulpore Division 358 gurus paid 70,879 visits, and in the Patna Division 441 gurus paid 116,213 visits to schools. The average number of visits paid by these officers in the Burdwan, Patna, and Bhagulpore Divisions was, therefore, 116,198, and 263 respectively. Two inspecting pundits in Calcutta paid an average of 325 visits to pathsalas, and six in the Tributary Mehals of Orissa an average of 205 visits. In the three districts of the Orissa Division 87 inspecting pundits are employed; they were 253 days on tour, and each visited 581 schools. In the districts of Cuttack and Pooree there is a still lower subordinate agency—that of 'inspecting abadhans,' in other words, chief gurus. These officers are regarded as useful links in the educational chain in the way of collecting information, transmitting orders, and generally of keeping touch with the village schools; but their work as inspectors and supervisors of education is declared, in Cuttack at any rate, to be of little value. Although the visits of chief gurus to the pathsalas placed under their supervision are not of as high an educational value as those of Sub-Inspectors, or even of inspecting pundits, yet the returns of these visits submitted to the Sub-Inspectors keep the latter officers constantly informed of the state of each pathsala in the sub-division, and enable them to devise such means of improvement as may seem to be required in each case. The chief gurus, again, are a means of communication between the Department and the subordinate gurus; and under proper supervision, they render valuable assistance to the Department in issuing notices, collecting statistics, and organising central examinations for rewards. The chief guru is not an unattached officer like an inspecting pundit, since he has a pathsala of his own which engages the principal share of his time, and from which he derives nearly the whole of his income. The extra allowances payable to him for inspection work do not exceed Rs. 2, and in some cases one rupee a month. He is, however, indirectly remunerated; since his selection for the post of chief guru attracts pupils to his pathsala, while his improved position as a *quasi*-Government officer, and his frequent contact with Sub-Inspectors and others, give him an importance in the eyes of the people, and enable him to secure a decent livelihood from fees. On the other hand, an inspecting pundit is but a petty Sub-Inspector at the best; and his pay being fixed, he is always under the temptation to shirk the disagreeable work of inspecting, and to make false returns. Again, the cost of two or three inspecting pundits would very nearly provide the charges for a Sub-Inspector, and it is generally better to have one superior agent than two or three of an inferior class. In a district having 2,000 pathsalas it would be necessary to appoint 100 inspecting pundits at Rs 1,500 a month, or Rs. 18,000 a year, whereas 100 chief gurus, even at the higher estimate of Rs. 2 a month, would cost only Rs. 2,400. On the score of cost therefore, as well as of efficiency, I should be inclined to look to the multiplication of chief gurus rather than of inspecting pundits for the continued extension of our subordinate inspecting agency; though I should certainly not interfere with inspecting pundits in any district in which they had been found to work well.

36. Still, even with all the relief that can be afforded by increasing the number of chief gurus or inspecting pundits, it is quite clear that a material addition to the regular inspecting staff is urgently necessary. The minimum I have estimated at 80 additional officers, beyond the 170 now employed. The 60,000 lower primary schools of Bengal may be roughly apportioned among 3,000 chief gurus, each with a circle of about 20 schools. The 250 Sub-Inspectors would thus have each 12 circles under them, including some 240 schools. In this way it should be possible for a Sub-Inspector to visit *in situ* each of his schools at least twice a year. Visits of the subordinate agency would, of course, take place much oftener. But, besides an increase in the number of Sub-Inspectors, another measure of relief is urgently called for. The recent orders of the Financial Department, reducing the rate of travelling allowance for

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officers with salaries under Rs. 100 a month from 3 annas to 2 annas a mile, have operated to the grievous disadvantage of Sub-Inspectors. The rate was fixed at 3 annas a mile with the declared object of making it a source of income; and it has always been understood that an active Sub-Inspector could earn Rs. 10 or Rs. 12 a month in addition to his pay. That source of additional income is now cut off; and since it has been declared that travelling allowances are not to be regarded as a source of income, it is essential that the unmerited loss which these officers have suffered should be made up to them in another way. This can only be done by increasing their regular salary: and in another communication I have accordingly urged that 3rd grade Sub-Inspectors, either on appointment or in the third year of their service, should be entitled to a salary of Rs. 50, instead of the Rs. 30 which they now receive.

37. Another administrative measure which seems to have been called for by recent occurrences, and which since the close of the year it has been decided to carry out, is the regular and periodical transfer of every Deputy and Sub-Inspector who has been five years in the same district. Cases of embezzlement by inspecting officers have been few, but still they have occurred; and I have been called upon to devise such a system of checks in the accounts relating to primary expenditure as will provide against a recurrence of the evil. This has been done as far as possible in the new forms drawn up for primary education, as explained below. But all mechanical checks of this kind, while they introduce precision and put an end to that loose mode of doing business which so often leads to improper practices, yet in the last resort can only rest on the integrity of individuals. It is obvious that the certainty of transfer after a definite period, when each officer's work will be reviewed by a successor, increases the chance of detecting malpractices, and, therefore, supplies a motive to upright conduct. No removeable source of temptation should be retained so as to be a stumbling-block to the weak. But this, after all, is not the chief reason for introducing the measure, since it can possibly apply to only a stray officer here and there. The chief requirement of the present day, as will hereafter be shown, is some approach to uniformity in the primary system. With this object definite rules and standard forms will shortly be promulgated; but the result will be greatly helped by the constant exchange of officers, carrying with them to their new charge the ideas and practices they have acquired in other districts. In this, too, as in other departments of the public service, the stimulus which every officer, however efficient and energetic, derives from occasional transfer to new surroundings is an advantage that should not be neglected.

38. The functions of District Committees under existing orders, however limited, are by no means of an unimportant character. They have generally taken an active part in the management and discipline of the zillah school; in the maintenance of the school building, and where necessary, its extension; in the welfare of the attached hostel, where any such exists; and in the discussion of special questions referred to them by this office. As the constituted advisers of the Magistrate in regard to primary education, they have in most districts taken a part in the administration of the primary grant and the award of primary scholarships. In the Presidency Division the number of meetings held varied from four in Moorshedabad and Nuddea to two in the 24-Pergunnahs. In the Burdwan Division the Bankoora Committee met six times during the year, and disposed of questions regarding the zillah school and primary education. The district of Howrah had one meeting of the Committee during the year, while no meeting was held in Burdwan or Hooghly, where there are no zillah schools. The District Committee of Midnapore, assisted by a number of independent gentlemen, conducted the annual examination of the collegiate school. In the Rajshahye Division the number of meetings held varied from eight in Bogra to two in Rungpore. In the Dacca Division four meetings were held in Backergunge, three in Furreedpore, and two in Mymensing. No meetings were held at Dacca, the collegiate school being under the control of the Principal. There is no return of the work done in the Chittagong Division; but in the Patna Division the number of meetings held varied from five in Sarun and Shahabad to one in Gya, Patna, and Durbhanga. In the Bhagulpore Division, the greatest activity was manifested by the Sonthal Pergunnahs' Committee, which met nine times during the year to discuss questions, chiefly relating to primary education. The Education Committees of Purneah and Maldah met once during the year. In Chota

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Nagpore the Manbhoom Committee met twelve times and the Singbhoom Committee six, while the Hazaribagh and Lohardugga Committees met twice and four times respectively. No information as to the working of Committees in Orissa is before me.

39. The Education Commission has drawn attention to the advantages which may be expected from occasional conferences of educational officers (1) with each other, (2) with those engaged in education outside the Department. There are many points on which it is only in this way that ideas can be fruitfully interchanged, and that we have a chance of learning where the departmental shoe pinches the private wearer. One conference of Inspectors has been held with great benefit since the close of the year; and it is proposed to hold another conference, not confined to departmental officers, next cold weather, for the reconsideration of the grant-in-aid rules, with special reference to the standards and other requirements of female education. I hope that such conferences will take a permanent place in the administration of this Department.

40. Another point which engaged the attention of the Commission is the introduction throughout the country of the rules governing the admission of pupils to schools, and their transfer from one school to another, which have been for some years in force in many parts of Bengal. They have been gradually extended to the Eastern Bengal, the Rajshahye, and the Behar Circles, and latterly to Berhampore and Cuttack. They have worked with admirable effect in the maintenance of discipline wherever they have been introduced, and have proved a great boon to the private managers of schools, who were often practically at the mercy of their pupils in any place in which there was another school to which they could be admitted. The time appears to have come, as recommended in the Commission's report, for the extension of these rules (known as the "inter-school rules") to the whole of Bengal, especially in view of the policy of encouraging the establishment of schools under private management, side by side with large and flourishing zillah schools. Without provisions of this kind unfriendly and injurious competition is likely to arise; while with the safeguards provided by the rules, all schools come to understand that they are working to one common end, namely, the spread of education at the cheapest rate. The rules in force stand as follows:—

I.—A boy, before he is admitted to a high school, shall be required to produce a certificate from the head-master of the last school in which he was reading. Whenever possible, a parent or guardian should accompany the boy; in other cases he should provide the boy with a letter of application.

II.—The certificate shall run as follows:—

"CERTIFIED that—was in the—class of the—school, and leaves with a—character. All sums due by him to this school have been paid."

III.—The certificate is to be given upon the day in which it is asked for, and it is not the business of the head-master to inquire why the boy wishes to leave his school.

IV.—A boy coming for admission shall not be placed in a class higher than that in which he was in the school he has left (no class lower than the fifth being considered): thus, a boy of the fifth class of one school may not be admitted into the fourth class of another school, but a boy of the sixth class may be admitted into the fifth class without an infringement of this rule.

N. B.—To promote a newly-admitted boy, except it be after the regular annual examination of the school, is a breach of this rule. By the "regular annual examination" is to be understood the examination held towards the close of the school year, when the Entrance test-examination is generally held.

V.—The fact of a boy appearing for admission without having undergone the annual examination of his old school must be regarded, unless the reverse is certified to by his former head-master, as sufficient evidence of his not having been fit for promotion; he should therefore be admitted into the class in which he had been reading in the other school.

VI.—Every case in which a boy is dismissed or expelled shall be notified at once to the Inspector of Schools.

VII.—If a boy's name be struck off for non-payment of dues, he shall not receive a certificate until all sums due to the school have been paid.

VIII.—If a boy leaves the school after having failed at the examination of his class, a note to that effect shall be entered in the certificate granted to him by the head-master.

IX.—All questions arising between one head-master and another respecting the enforcement of these rules shall be referred to the Inspector of Schools with all convenient speed.

X.—If a boy be found producing a false certificate, or making a false statement as to his attendance at any school, he shall be expelled or, at the discretion of the Inspector, be publicly degraded for that year to the class below that in which he is.

XI.—Wilful transgression of any of the foregoing rules will render a school liable to forfeit the right to send up candidates for junior scholarships

III.—UNIVERSITY EDUCATION.

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41. The number of Government colleges was 13, against 12 of the preceding year, college classes up to the standard of the First Arts Examination having been opened in the Calcutta Madrassa in January 1883-84, in order to meet the wishes of an influential section of the Mahomedan community. Eight of the colleges are of the first grade, teaching the full course for the B.A. degree, namely, the Presidency, Hooghly, Kishnaghur, Dacca, Rajshahye, Patna, and Cuttack Colleges, and the Bethune Female School. The remaining five are second grade colleges, teaching up to the First Examination in Arts. The aided colleges are five, as in the previous year; and all now teach the full college course, the Doveton College and the London Mission College having opened third and fourth year classes. The unaided colleges number six as in the preceding year, the abolition of the Baptist Mission College at Serampore having been followed by the opening of the Presidency Institution under the management of Mr. Surendra Nath Banerjea. With the exception of La Martiniere, all are under the management of native gentlemen. The Metropolitan Institution has for years taught the full college course; the City College was affiliated to the B.A. standard in January 1884, and has opened a third-year class. The other four colleges teach up to the First Arts standard.

42. The following statement gives the usual information regarding attendance and expenditure:—

Statement of Attendance in Colleges for General Education.

COLLEGES—GENERAL.	Monthly fee.	Number on the rolls at the end of the year.				
		1880.	1881.	1882.	1883.	1884.
	Rs.					
Government—						
Presidency College	12	336	344	374	383	342
Sanskrit "	5	34	54	* 68	† 57	‡56
Hooghly "	6	155	194	194	156	130
Dacca "	6	187	257	290	285	246
Kishnaghur "	5	75	80	56	41	53
Berhampore "	5	20	33	36	38	27
Patna "	6	149	162	160	188	178
Ravenshaw " Cuttack	4	31	40	38	39	32
Rajshahye "	3	66	63	55	74	81
Midnapore "	5	23	15	11	18	19
Chittagong "	3	10	13	17	15	22
Bethune School (College classes)	3	.....	5	6	4	5
Calcutta Madrassa	2	.....	.....	.....	.....	20
Total ...	.....	1,086	1,260	1,305	1,298	1,211
Aided—						
General Assembly's College, Calcutta ...	5	361	501	484	402	165
Free Church " " ...	5	69	145	221	288	272
St. Xavier's " " ...	6	86	84	72	142	170
Doveton " " ...	6	27	28	55	58	47
London Mission College, Bhowanipore ...	5	47	50	63	61	59
Total ...	.....	590	808	895	951	713
Unaided—						
La Martiniere, Calcutta	Free.	4	20	7	3	26
Metropolitan Institution	3	328	380	341	406	500
City College	3	.....	58	103	108	175
Maharaja's College, Burdwan	Free.	.....	.....	52	85	101
Albert "	3	.....	.....	42	36	35
Presidency Institution	3	.....	.....	.....	.....	65
Baptist Mission College, Serampore ...	.....	.....	.....	.....	13	.. ...
Total ...	.....	332	458	545	651	902
GRAND TOTAL ...	.....	2,008	2,526	2,745	2,900	2,826

* Inclusive of 23 students studying for the Sanskrit title examination.
† Ditto 38 ditto ditto ditto.
‡ Ditto 25 ditto ditto ditto.

43. From this statement it appears that the number of under-graduates in Arts has declined from 2,900 to 2,826; the loss in Government colleges being 87, that in aided colleges 238, while the gain of 251 in unaided colleges is not large enough to make good these losses. The general causes of this reduction in the number of collegiate students will be explained later on. Taking the figures as they stand, the Kishnaghur, Rajshahye, Midnapore, and Chittagong Colleges and the Bethune School show some slight increase of pupils, and the Sanskrit College is nearly stationary; but all the other Government colleges show a considerable reduction in numbers, amounting to 116 in the four largest colleges. With the exception of St. Xavier's College, which shows

an increase from 142 to 170, all the aided colleges have suffered more or less; but the large reduction in their numbers is altogether accounted for by the calamities which befell the General Assembly's College, resulting in an almost entire change of the teaching staff, and the loss of 237 pupils. These, together with a certain number of students from the Presidency College, and some also from Government colleges in the mofussil, have transferred themselves to the unaided colleges of Calcutta, which are steadily advancing in popularity and efficiency, and the low fees in which offer a constant inducement to students. Among them the Metropolitan Institution deservedly occupies the first place; it is the most numerously attended college in Bengal, its numbers having increased during the past year from 406 to 500. La Martiniere, the City College, and the Maharaja's College at Burdwan show a considerable increase of pupils, while the newly affiliated Presidency Institution has already attracted 65 students. The Albert College, which is the smallest of those under native management, is the only institution which is nearly stationary.

44. In 1874 the number of students in all the colleges of Bengal was 1,083; in 1884 it is 2,826. The bulk of this increase has taken place in Calcutta, where there are now 1,937 students in Arts, against 633 in 1874. The unaided colleges of Calcutta under native management, which charge a uniform fee of Rs. 3 a month, against Rs. 12 in the Presidency College and Rs. 5 in each of the aided colleges, afford instruction to 775 under-graduates, many of whom would probably, in the absence of these institutions, have gone without collegiate education. In the mofussil colleges also, while there were only 450 students in 1874, in 1884 there were 889—a circumstance which shows that the demand for higher education has largely increased during the last decade. The Maharaja's College at Burdwan gives free instruction to over 100 pupils; and its establishment has had the effect of steadily reducing the numbers in the Hooghly College, and perhaps in others.

45. The decrease in the total number of college students from 2,900 to 2,826 is known to be strictly temporary, and to be due to the following circumstances. The University examinations of December 1883 and January 1884 were the last under the old system, the new standards of examination coming into force at the close of the current year. It therefore appeared to the Syndicate desirable to give unsuccessful candidates at the First Arts and B.A. Examinations of 1883-84 a further chance under the old standards, as they would certainly be unable to prepare themselves for the new standards in the course of a year. The conviction had also been for some time growing that the cold season, the best time of the year for continuous work in college, was needlessly sacrificed to examinations and cut up by vacations. Proposals were therefore made to, and finally accepted by, the University, to change the time of holding its examinations from December to April. The vacation was accordingly shifted on from the cold to the hot weather; and the college session will henceforward run from June to March, instead of from February to November. The effect of these changes on the roll-numbers of the colleges was twofold. In the first place, the unsuccessful candidates at the examinations of 1883-84 did not, as in former years, rejoin their colleges at the commencement of the new session, but reserved themselves for the supplementary examination in May; and in the second place, the commencement of the new session having been virtually postponed until June, some of those who had passed at the regular examination in December deferred taking their admission until that date.

46. The general movement of college students can now be considered in the light of the foregoing explanation:—Of 1,309 candidates from Bengal who passed the Entrance Examination in December 1883, 1,097 joined the first-year classes of colleges for general education in January 1884, besides 29 who joined the Seebpore Engineering College, making a total of 86 per cent. who pursued a course of studies in the University. The corresponding figures for 1883, 1882, and 1881 were 829 out of 956, 901 out of 1,026, and 1,020 out of 1,184, forming an average of 90 per cent. The 829 first-year students of Arts Colleges in 1883 formed the second-year classes in 1884, but some of them having left off their studies, the actual number of second-year pupils was 822. The unsuccessful candidates at the First Arts Examination of 1883 did not, as in previous years, rejoin their colleges, reserving themselves for the supplementary examination in May. The second-year students of March

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1883 numbered 1,158; most of these, together with unsuccessful students readmitted later in the session, amounting to 1,227 candidates in all, presented themselves at the First Arts Examination of the following December. Of the 581 students who passed that examination, 487 form the existing third-year classes of first-grade colleges in Arts; some waited for admission later in the year in consequence of the extension of the session, and some joined the Medical College in June. Of the 364 third-year students of 1883, 341 form the fourth-year classes of 1884, the unsuccessful candidates at the B.A. Examination of January last not at once rejoining their colleges, in view of the supplementary examination already referred to. Finally, 400 students presented themselves at the B.A. Examination of January 1884 and 196 passed; of these, 79 are now reading in first-grade colleges for the M.A. degree, against 69 in the preceding year. The figures given above show that 86 per cent. of the matriculated students of 1883 went on to a collegiate course of study, against 90 per cent. of previous years; and that of those who passed the First Arts Examination 84 per cent. are reading for the B.A. degree, exclusive of those who took their admission later in the session.

47. The following table shows the expenditure in colleges receiving grants from the State. Unaided colleges have generally furnished no returns of expenditure:—

Statement of Expenditure in Colleges for General Education.

Colleges—General.	Number of pupils on the rolls on the 31st March 1884.	Average monthly roll-number.	Average daily attendance.	Expenditure in 1883-84.			Cost per Annum for each Student.*		
				From State funds.	From fees, &c.	Total.	From State funds.	From fees, &c.	Total.
				Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government—									
Presidency College	342	318	301	86,056	47,050	1,33,106	270 9 10	147 15 3	418 9
Sanskrit "	56	57	48	19,955	1,284	21,239	350 1 8	22 8 1	372 9 9
Hooghly "	130	134	111	36,838	9,845	46,683	274 14 6	73 7 6	348 6 0
Dacca "	246	230	205	26,378	18,801	45,179	114 10 11	81 11 11	196 6 10
Kishnaghur "	53	44	34	19,411	4,024	23,435	441 2 6	91 7 3	532 9 9
Berhampore "	27	31	29	11,233	1,824	13,057	362 5 8	58 13 5	421 3 1
Patna "	178	165	143	34,107	12,532	46,639	206 11 4	75 15 2	282 10 6
Ravenshaw " Cuttack...	32	35	31	13,545	2,875	16,420	387 0 0	82 2 3	469 2 3
Rajshahye "	81	66	61	7,024	13,816	20,840	106 6 9	209 5 4	315 12 1
Midnapore "	19	16	14	2,850	4,140	6,990	178 2 0	258 12 0	436 14 0
Chittagong " ...	22	18	14	3,545	581	4,126	196 15 1	32 4 5	229 3 6
Bethune School (College classes).	5	4	4	3,120	388	3,508	780 0 0	97 0 0	877 0 0
Calcutta Madrassa	20	16	13	1,351	62	1,413	84 7 0	3 14 0	88 5 0
Total ...	1,211	1,134	1,008	2,65,413	1,17,222	3,82,635	234 0 9	103 5 11	337 6 8
Aided—									
General Assembly's College ...	165	320	262	7,200	35,754	42,954	22 8 0	111 11 8	134 3 8
Free Church " ...	272	281	208	5,400	28,175	33,575	19 3 5	100 4 3	119 7 8
St. Xavier's " ...	170	130	115	4,200	28,860	33,060	32 4 11	222 0 0	254 4 11
Doveton " ...	47	52	50	2,400	4,800	7,200	46 2 5	92 4 11	138 7 4
London Mission " ...	59	52	39	3,000	11,453	14,453	57 11 0	220 4 0	277 15 0
Total ...	713	835	674	22,200	1,09,042	1,31,242	26 9 4	130 9 5	157 2 9
Grand Total ..	1,924	1,969	1,682	2,87,614	2,26,263	5,13,877	146 1 1	114 14 7	260 15 8

* Found by dividing the expenditure by the average monthly roll-number.

48. The total expenditure upon Government and aided colleges for general education has advanced from Rs. 4,98,696 to Rs. 5,13,877. Of this sum Government contributed Rs. 2,87,614, to meet Rs. 2,26,263 from fees and other private sources. In the previous year the expenditure from State funds was Rs. 2,71,093, and from private sources Rs. 2,27,603. In Government colleges the Government expenditure has increased by Rs. 13,670, while owing to the reduction in the number of pupils the private expenditure has fallen off by Rs. 3,774. The increase in expenditure is almost entirely due to the additional teaching-power rendered necessary in many colleges by the introduction of the new courses and standards prescribed by the University. It is obviously desirable, and is directly carrying out the policy adopted by the University in instituting the new courses, to allow every student his choice of subjects so far as circumstances permit. This is being done whenever the additional subjects can be provided for at a moderate outlay. There is a large reduction of charges at Kishnaghur, and some reduction

at Patna, Midnapore, and Chittagong, but all the other Government colleges show increased expenditure from provincial revenues. In aided colleges the Government expenditure has increased by Rs. 2,850, chiefly arising from the new grant to the Doveton; the private contributions have also increased by Rs. 2,435, owing to the inclusion of that college in the statement.

49. The total annual cost of each student in Government colleges, as determined by the average monthly roll-number, has increased from Rs. 311 to Rs. 337, the State contribution having risen from Rs. 210 to Rs. 234, and the contribution from private sources from Rs. 101 to Rs. 103. In aided colleges the total cost of each student has risen from Rs. 153 to Rs. 157, the cost to the State being Rs. 27 instead of Rs. 24, and the cost to local funds Rs. 130 as in the previous year. The increase in the average cost to Government of pupils at the Presidency College (from Rs. 235 to Rs. 271) is due to the entertainment of an additional professor, and also to a decrease in the roll-number. At the Sanskrit College the reduction in the number of pupils accounts for the increase from Rs. 301 to Rs. 350. The cost of each pupil in the college classes of the Bethune School rose from Rs. 604 to Rs. 780 owing to the same cause, the number of matriculated students having fallen from six to four, some of the young ladies having left the college in order to study medicine. At Hooghly the cost to Government has risen from Rs. 178 to Rs. 275, a large number of pupils having been drawn away to the Maharaja's free college at Burdwan and the new colleges in Calcutta. The cost to Government for each pupil at Dacca has increased from Rs. 81 to Rs. 115, but has declined at Kishnaghur from Rs. 532 to Rs. 441. At Berhampore, again, the number of pupils has greatly declined, and the cost of each pupil to Government has accordingly risen from Rs. 326 to Rs. 362. At Patna there is a satisfactory decrease in the cost of each pupil to Government, from Rs. 243 to Rs. 207, owing to the employment of professors on lower salaries than in the year before. At Cuttack the average cost to Government has mounted from Rs. 331 to Rs. 387, the Principal of this economically-managed institution having been appointed to officiate in the higher educational service. There is a trifling increase of cost at Rajshahye, from Rs. 101 to Rs. 106; but this college is mainly supported from endowments and other local contributions. Midnapore shows a satisfactory decrease from Rs. 269 to Rs. 178, and a further decrease will be effected there in the course of the year, so as to bring the expenditure of the institution within its original guaranteed income. The Chittagong College shows a decrease in average cost from Rs. 219 to Rs. 196. The charge for of each pupil in the college classes of the Calcutta Madrassa during the first three months of its existence was Rs. 84. Of the aided colleges, the General Assembly's College shows the Government share of the cost of each pupil at Rs. 23, against Rs. 15 of the previous year, the increase being due to the large reduction in attendance. The expenditure from private sources in this institution rose from Rs. 89 to Rs. 111, or deducting the Rs. 60 which each pupil paid in fees, the cost of each pupil to the Mission rose from Rs. 29 to Rs. 51. At the Free Church College the average cost to Government was Rs. 19, against Rs. 29 in the previous year; at St. Xavier's, Rs. 32 against Rs. 58; at the London Mission, Rs. 58 against Rs. 46; and at the Doveton, Rs. 46.

50. University Examinations.—On comparing the results of the First Arts Examination with those of the previous year, it is found that in the earlier year, of 1,076 candidates from colleges (excluding teachers) 366 passed, or 34 per cent.; the ratio being nearly 37 per cent. for candidates who appeared for the first time, and 29 per cent. of the unsuccessful candidates of previous years; while at the examination of 1883, of 1,229 candidates from colleges 581 passed, or 47 per cent.; the percentage being 48 for candidates who appeared for the first time, and 46 for those who had previously failed. Comparing in the same way the figures for the B. A. Examination in 1883 and 1884, we find that in the earlier examination, of 381 candidates from colleges 162 passed, or 42·5 per cent.; 35 per cent. for those appearing for the first time, and 54 per cent. for those making a second attempt; while in 1884, of 400 candidates from colleges 195 passed, or 49 per cent.; the percentages of success being 50 at the first and 45 at the second trial. The results of both examinations are much more favourable than those of the previous year, the F. A. showing

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an improvement of nearly 14 cent., and the B.A. of more than 7 per cent. At the time of issuing the list, it had not been decided to hold a supplementary examination for unsuccessful candidates; and there appears to have been a natural desire felt by the boards of examiners to adopt a lenient standard at this, the last examination under the old rules. The wisdom of the action taken some years back by the University in requiring all unsuccessful candidates to go through a collegiate course for a further period of six months before again presenting themselves for examination has been fully borne out by the results; the percentage of success among such candidates having steadily risen since the introduction of the rule. In future years it will probably be unnecessary to distinguish the two classes of candidates in the departmental report.

51. FIRST EXAMINATION IN ARTS.—The following table gives the detailed results of the examination held in December 1883. The number of second-year students in March 1883 was 1,158, and these (together with 51 teachers and 71 pupils admitted later in the year) appeared at the examination held at the close of the year :—

First Arts Examination, 1883.

COLLEGES.	Candidates examined.	NUMBER PASSED IN THE— First division.	Second division.	Third division.	Total.
Government—					
Presidency College	125	24	18	24	66
Sanskrit "	21	3	3	4	10
Hooghly "	66	5	23	8	36
Dacca "	138	5	23	30	58
Kishnaghur "	16	1	4	3	8
Berhampore "	16	1	3	3	7
Patna "	66	7	14	14	35
Ravenshaw " Cuttack ...	9	...	2	4	6
Rajshahye "	30	2	11	9	22
Midnapore "	6	1	2	1	4
Chittagong "	11	...	2	4	6
Bethune School (College classes) ...	3	...	1	1	2
Total ...	507	49	106	105	260
Aided—					
General Assembly's College ...	188	6	29	40	75
Free Church " ...	156	9	27	39	75
St. Xavier's " ...	37	1	7	4	12
Doveton " ...	28	3	6	4	13
London Mission " ...	24	...	11	4	15
St. Paul's School, Darjeeling ...	5	...	1	...	1
Free Church Normal School ...	4	1	2	...	3
Total ...	442	20	83	91	194
Unaided—					
Metropolitan College	136	9	19	34	62
City "	71	2	15	19	36
Albert "	23	...	2	3	5
Maharaja's " Burdwan ...	39	1	5	11	17
La Martiniere "	2	...	2	...	2
Serampore "	9	2	2	1	5
Total ...	280	14	45	68	127
Teachers	51	2	1	11	14
GRAND TOTAL ...	1,280	85	235	275	595

52. An analysis of the foregoing table shows that Government colleges passed 51 per cent. of their candidates, against 42 per cent. in 1882 and 45 per cent. in 1881; aided colleges passed 44 per cent., against 28 per cent. in 1882 and 26 per cent. in 1881; and unaided colleges 45 per cent., against 27 per cent. in 1882 and 29 per cent. in 1881. Again, of the candidates from Government colleges, one in 10 was placed in the first division, against one in 25 in 1882 and one in 11 in 1881; of candidates from aided colleges one in 22, against one in 63 in 1882 and one in 76 in 1881; and of those from unaided colleges one in 20, against one in 37 in 1882 and one in 41 in 1881. The largest number of successful candidates is supplied by the General Assembly's College and the Free Church College, each of whom

passed 75. The Presidency College passed 66, and the unaided Metropolitan College 62; but while the Metropolitan Institution and the Free Church College each passed nine and the General Assembly's College six students in the first division, from the Presidency College 24 passed in that division. Besides the Presidency College, which passed 53 per cent. of its candidates, the Government colleges at Dacca, Hooghly, and Patna take a high position as regards the number of candida[illegible]assed, and the last two also as regards the proportion of successful candidates, namely, 55 and 53 per cent. respectively, against 42 per cent. at Dacca. The Rajshahye College is a much smaller institution than those just named, but it takes a creditable position among them as regards the number passed, while in another relation it stands at the head of the list with 73 per cent. of successful candidates. In point of size the Kishnaghur and Ravenshaw Colleges are comparable with those of the second grade; nor do they take any higher position as regards the number of passed candidates. With the exception of Berhampore, in which the percentage of success fell to 44, all the smaller colleges passed from 50 to 66 per cent. of their candidates. From the Bethune College classes for girls two candidates passed out of three. Among aided colleges the Free Church takes the highest place with 48 per cent.; subject, however, to the exception that out of four young ladies appearing from the Free Church Normal School three passed, or 75 per cent., a highly gratifying result. The larger unaided colleges passed from 44 to 51 per cent. of their candidates, the proportion falling to 22 per cent. in the Albert College. The City College takes the first place in this respect, but the success of the Burdwan Maharaja's College is specially gratifying, as [illegible]ving what can be done in the short period of three years by a young [illegible] energetic staff.

53. The following table shows the religion of the candidates. The [illegible]bers passing in the previous year were 344 Hindus, seven Mahomedans, 10 [illegible]ians, and nine others. The increased success of Mahomedan students [illegible]y noteworthy. It will be observed that this result is independent of [illegible]ishment of college classes in the Madrassa, which has not yet begun [illegible]ndidates:—

First Arts Examination, 1883.

	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.
[illegible]dus	1,132	75	202	249	526
[illegible]homedans	47	5	9	7	21
[illegible]ristians	36	3	8	5	16
[illegible]ers	65	2	16	14	32
Total ...	1,280	85	235	275	595

54. Upon the results of the First Examination in Arts 51 senior scholar[illegible]ps were awarded. Two of these were special scholarships for girls, [illegible]h of which were won by students of the Free Church Normal School. The [illegible]owing table shows the colleges from which the successful scholars came:—

Senior Scholarships, 1884.

Colleges.	First grade, Rs. 25 a month.	Second grade, Rs. 20 a month.	Total.
Government—			
Presidency College	5	5	10
Hooghly "	...	5	5
Kishnaghur "	...	1	1
Dacca "	2	6	8
Berhampore "	...	2	2
Patna "	1	6	7
Ravenshaw " (Cuttack)	...	2	2
Rajshahye "	...	3	3
Midnapore "	...	1	1
Total ...	8	31	39

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COLLEGES.	First grade, Rs. 25 a month.	Second grade, Rs. 20 a month.	Total.
Aided—			
General Assembly's College	1	2	
Free Church "	1	...	1
Doveton "	...	1	1
London Misson "	...	2	2
Free Church Normal School	1	1	2
Total ...	3	6	9
Unaided—			
Metropolitan Institution	...	1	
Burdwan Raj College	...	1	1
Serampore College (abolished)	...	1	1
Total ...	...	3	3
GRAND TOTAL ...	11	40	51

NOTE.—Forty-nine senior scholarships + 2 (one of the first grade and one of the second grade) special scholarships for girls = 51.

55. The ten scholarships of the first grade which are open to general competition were awarded to the candidates highest on the list. Eight of the scholarships were won by students of Government colleges, one by a student of the General Assembly's College, and one by a student of the Free Church College. The girls' scholarship of this grade was awarded to Nirmalabala Mukerjea of the Free Church Normal School, who elected to hold her scholarship at the Bethune School. The second-grade scholarships a allotted to different districts and divisions, or virtually, except in t case of Calcutta and the Burdwan Division, to certain colleges. It is theref mainly in Calcutta that there is any competition between one college another. Of the Calcutta scholarships, the Presidency College won aided colleges three, and unaided colleges one. Virginia Mitra of Church Normal School gained the second-grade senior scholarship for she afterwards joined the Medical College with a special scholarship of month. The lapsed scholarship was awarded to Kamini Sen of the School, who had passed the First Arts Examination in the second The scholarship was made tenable at the Bethune School.

56. The following table shows the colleges in which the senior elected to continue their studies :—

COLLEGES.	Scholars of the first grade.	Scholars of the scond grade.	
Government—			
Presidency College	5	8	
Hooghly "	...	4	
Kishnaghur "	...	1	
Dacca "	1	5	
Patna "	1	7	
Ravenshaw " Cuttack	...	2	2
Rajshahye "	...	2	2
Medical "	1	...	1
Bethune School	1	1	2
Total ...	9	30	39
Aided—			
General Assembly's College	1	3	4
Free Church "	1	1	2
Doveton "	...	1	1
Total ...	2	5	7
Unaided—			
Metropolitan Institution	...	5	5
GRAND TOTAL ...	11	40	51

57. Twenty-three of the senior scholars chose the A or literature cour for the B.A. degree, and the like number the B or science course, while o joined the Medical College. The remaining four scholars had not elect either course at the time of the award. It appears that the two courses are th equally popular with the best students, while in former years the science cours

was chosen by a large majority of the scholarship-holders. There is an obvious advantage in so balancing the courses that each student may select that to which he is most inclined, without being disturbed by questions of relative ease or difficulty. In this aim the University appears to have succeeded remarkably well.

58. *B.A. Examination.*—The following table shows the result of the examination held in January 1884:—

B.A. Examination, 1884.

Colleges.	Candidates examined.	Number passed in the— First division.	Second division.	Third division.	Total.
Government—					
Presidency College	70	12	16	7	35
Hooghly "	24	2	13	4	19
Kishnaghur "	6	...	...	4	4
Dacca "	36	1	4	5	10
Patna "	26	4	4	5	13
Ravenshaw " Cuttack ...	4	1	1	...	2
Rajshahye "	10	...	5	1	6
B.C.E. candidates	1	...	...	...	...
M.B. "	1	1	...	...	1
Total ...	178	21	43	26	90
Aided—					
General Assembly's College ...	86	1	11	19	31
Free Church " ...	56	1	12	23	36
St. Xavier's " ...	8	1	1	3	5
Total ...	150	3	24	45	72
Unaided—					
Metropolitan Institution	74	5	10	19	34
Teachers	39	...	4	5	9
Grand Total ...	441	29	81	95	205

Ther The Government colleges passed 50 per cent. of their candidates, 43 in that 44 per cent. in 1883 and 40 per cent. in 1882; the aided colleges who are 8 per cent., against 40 per cent. in 1883 and 24 per cent. in 1882; while subjects unaided college (the Metropolitan Institution) that sent candidates for The deca. degree passed 46 per cent., against 44 per cent. in 1883 and 17 per course of 1882. Again, of the candidates from Government colleges one in four those stu ed in the first division; from aided colleges one in 24, and from the order to Metropolitan College one in seven. The greatest number of successful was hel tes fell to the share of the Free Church Institution, which passed 36 the tota tes out of 56, or 64 per cent.; the Presidency College and the Metro- student Institution following close with 35 and 34 successful candidates, and the of the M Assembly with 31. The highest proportion of success belongs to the fourth ly College, with 19 passed candidates out of 24, or 79 per cent. Dacca st nds very low in this respect, with only 10 candidates passed out of 36, or 28 per cent. The college suffered from three changes of Principals during the year. The Presidency and Patna Colleges each passed 50 per cent. of their candidates, and in each case one out of three passed in the first division. Of the smaller colleges, Rajshahye passed 6 out of 10, Kishnaghur 4 out of 6, and Ravenshaw 2 out of 4, one of these being in the first division. Of 35 unsuccessful students from the Presidency College, 23 failed in English, 16 in mathematics, and 15 in physics; the failures in history, philosophy, and the second language were but few. At Hooghly, of five unsuccessful candidates, four failed in English, mathematics, and science. At Dacca, of 26 failures, 21 were in English and only seven in mathematics. Of 16 unsuccessful candidates (out of 22) in the B course, as many as 14 failed in physics. At Patna, of 13 failures, seven were in English, three in mathematics, and five in science. The Cuttack candidates failed in English alone. At the General Assembly's College, of 55 failures, the chief were 44 in English, 22 in mathematics, 16 in the second language, and 17 in history. At the Free Church College, of 20 failures, 10 were in English, six in mathematics, and seven in the second language. At the Metropolitan Institution, of 40 failures, 31 were in English, 23 in mathematics, and 14 (out of 20 B failures) in science. Of all the Bengal candidates

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taken together, 39 per cent. failed in English, 27 per cent. in mathematics, and 26 per cent. in physics.

60. Of all the candidates from Bengal, 204 took the A or literature course, and 237 the B or science course, against 205 and 203 respectively, in the previous year. Of those who chose the A course 44 per cent. passed, and 50 per cent. of those who took the B course. In the two preceding years, the percentages were 38 and 23 in literature, and 44 and 42 in science. The natural inference from these figures is that unless the B course is easier than the other, it has hitherto been selected by the abler students; but I have pointed out just above that the attractions of the two courses appear to have been now practically equalised. Government colleges in Bengal sent up 32 candidates for the A and 144 for the B course; 13 of the former and 76 of the latter passed. Non-Government colleges sent up 144 candidates for the A and 80 candidates for the B course; 68 of the former and 38 of the latter passed. The Presidency and Dacca Colleges teach both courses as part of their regular curriculum; in all other Government colleges the science course is alone taught. The aided and private colleges prepare more candidates for the A than for the B course; but at St. Xavier's College the B course holds the principal place.

61. The religion of the candidates for the B.A. degree is shown in the following statement. The Eshan University Scholarship of Rs. 45 a month for the Hindu native of Bengal who stands highest in the list was awarded to Asutosh Mookerjea of the Presidency College, who also won the Burdwan and Vizianagram scholarships:—

B.A. Examination, 1884.

	Number of candidates.	Number passed in the— First division.	Second division.	Third division.	Total.
Hindus	380	22	63	85	170
Mahomedans ...	21	3	5	4	12
Christians ...	6	2	3	1	6
Others	34	2	10	5	[illegible]
Total ...	441	29	81	95	2[illegible]

The increase in the number of Mahomedan graduates is very [illegible] The Mahomedan B.A.'s of 1884 exceed those of the previous fo[illegible] taken together; a gratifying result which is very largely due to the [illegible] taken in 1881 for allowing Mahomedans to read in any Calcutta College [illegible] third of the regular fees, the remaining two-thirds being paid from the [illegible] Endowment Fund.

62. *M.A. Degree Examination.*—The number of candidates from Be[illegible] honours in Arts was 46, of whom 35 were successful, eight being placed [illegible] first class, 19 in the second, and eight in the third. For the ordinary [illegible] there were 25 candidates, of whom 19 passed. From the Presidency C[illegible] 26 candidates went up for honours, of whom 22 passed, namely, eight in English, one in history, two in mathematics, and 11 in science. From the Sanskrit College two went up, and both took honours in Sanskrit: one student of the Cuttack College took honours in botany. From the General Assembly's College one took honours in philosophy. From the Free Church College six took honours in English, and one in botany. From the Metropolitan Institution one took honours in English and one in science. For the ordinary degree the Presidency College passed two candidates in English and two in science, and the Dacca College two in English. The General Assembly's College passed four in English and one in Latin; the Free Church College passed two in English and one in science. St. Xavier's College passed one in English and one in science, and the Metropolitan Institution three in English. Taking the two examinations together, 54 passed out of 71, against 36 out of 74 in the preceding year. The number of candidates presenting themselves for this, the highest standard of education which the University prescribes, has been steadily and rapidly increasing of late years. These are the men who hereafter come to fill the highest positions in public and professional life, and whose education is among the most useful results of our University system.

63. College Reports.—The following accounts show the progress of higher education in the colleges affiliated to the University in Arts. The statistics of the Presidency College are given, as in previous years, in fuller detail than those of other colleges.

64. *Presidency College.*—During the year under review the following changes took place in the staff of the college. On the transfer to the Patna College of Mr. J. H. Fisher in June 1883, Babu Bipin Bihari Gupta, M.A., Assistant Professor of the Rajshahye College, was appointed to duty at the Presidency. In July Mr. Booth returned from special leave, and was appointed to act as Principal of the Hooghly College; he returned to his own duties in November Mr. J. Eliot, Officiating Principal of the College, took privilege leave in August, when Mr. A. Pedler was appointed to act as Principal. In October Mr. R. Parry was transferred as acting Principal to the Dacca College. In November Mr. J. A. Martin took furlough for one year. Mr. G. Bellett returned to the college in December, on being relieved of his appointment as Officiating Director of Public Instruction, and proceeded to England on special leave in March. In that month Mr. C. H. Tawney returned from leave, and resumed charge of his duties as Principal of the College.

65. The following table shows the numerical strength of the college for the last four years:—

General Department.	1881.		1882.		1883.		1884.	
	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.	Regular students.	Out-students.
Honour class	21	.....	20	.....	25	.....	24	.....
Fourth year class	75	2	89	10	74	12	87	3
Third " "	65	8	56	9	76	3	80	1
Second " "	78	31	137	44	128	32	78	.....
First " "	105	.....	72	.....	80	.....	73	.....
Total ...	344	41	374	63	383	47	342	4

There is thus a decrease of 41 in the number of regular students and of 43 in that of out-students, these last being members of other Calcutta colleges, who are permitted to attend lectures at the Presidency in certain special subjects for the teaching of which no provision is made in their own colleges. The decrease in the number of students is explained by the change in the course of study for the First Arts and B.A. examinations, which prevented those students who failed at the last examinations from joining the college in order to appear at the next. For these students a supplementary examination was held by the University in the month of May. On the 1st August 1884 the total number of students accordingly rose to 411, namely, 382 regular students of the college and 29 out-students, these last comprising 11 students of the Metropolitan Institution reading physics and chemistry in the third and fourth year classes, and 18 students of the Sanskrit College reading physics for the First Arts examination.

The M.A. class is composed of 24 students—20 Hindus, 3 Mahomedans, and 1 Sikh. Ten of these are studying English, 12 physical science, one mathematics, and one philosophy

66. Of the 87 regular students who form the present fourth-year class, 46 have elected the A and 41 the B course. Under the new regulations the two fixed subjects in the A course are English and philosophy, with a third optional subject. Of the optional subjects, 21 students have taken Sanskrit, 22 history, and three mathematics. In the B course all the students at the presidency read physics and chemistry, in addition to the two fixed subjects of English and mathematics. In either course every student has to select either the pass or the honour standard; the latter including all the subjects prescribed for the pass, with a considerable amount of additional reading. In the B course 18 students are reading for honours in physical science and nine in mathematics; and in the A course, 12 have elected the honour standard in English and five in Sanskrit. Altogether 44 students out of 87 are reading the honour course for the B.A. degree.

Of the 80 students in the third-year class on the 31st March, 53 have taken the A course and 27 the B course. As heretofore, this class was not

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examined. The examination of the first-year class was not so satisfactory as in the previous year, five students being refused promotion.

67. One hundred and twenty-five candidates from the second-year class went up for the First Arts Examination, and 66 passed,—24 in the first division, 18 in the second, and 24 in the third; against a total of 54 of the previous year. Of the unsuccessful candidates, 21 failed in English, 32 in the second language, 37 in history, 32 in mathematics, 4 in psychology, and 15 in logic and chemistry. Upon the result of this examination five senior scholarships of the first grade and five of the second were awarded to the students of this college. The Gwalior gold medal was awarded to Ramendra Sundar Trivedi, who stood first among the Presidency College candidates. One of the second-grade scholars was a Mahomedan, Dandar Rahman.

68. Of 70 candidates from this college at the B.A. Examination, 17 selected the A course and 53 the B course. In the A course 9 passed, and in the B course 26; against a total of 9 and 28 respectively of the preceding year. Of the unsuccessful candidates, the failures ranged from 23 and 16 in English and mathematics to two in history and philosophy.

On the result of the B.A. Examination, the following students were elected foundation scholars, and are now reading for honours in the subjects specified against their names:—

Name of Scholar.	Name of Scholarship.	Rs.	Subject.
Asutosh Mookerjea ...	Burdwan scholarship ...	50	Mathematics.
Satis Chandra Bose ...	Dwarka Nath Tagore ditto ...	50	English.
Sasi Bhushan Bose ...	Bird ditto ...	40	Physical science.
Narayan Chandra Sen ...	Ryan ditto ...	40	Ditto.
Satis Chandra Mookerjea ...	Gopi Mohan Tagore ditto ...	30	English.
Kumudini Kanta Banerjea ...	Foundation ditto ...	30	Physical science.
Kali Krishna Banerjea ...	Ditto ditto ...	30	Philosophy.

Asutosh Mookerjea also gained the Eshan and the Vizianagram scholarships; thus securing a total income from scholarships of Rs. 150 a month.

69. Twenty-six candidates went up for the Honour Examination, and 22 passed, against 10 of the previous year. The classes obtained and the subjects taken up are shown below:—

Name.	Class.	Subject.
Jagen Chandra Dutt ...	First ...	English.
Dwijendra Lal Ray ...	Second ...	Ditto.
Noni Lal Ghosh ...	Do. ...	Ditto.
Atul Bihari Bhaduri ...	Do. ...	Ditto.
Mohini Mohan Lahiri ...	Do. ...	Ditto.
Jagendra Nath Mookerjea ...	Do. ...	Ditto.
Syama Charan Banerjea ...	Do. ...	Ditto.
Kisori Mohan Chaudhuri ...	Third ...	Ditto.
Mahendra Nath Ray ...	First ...	Mathematics.
Haran Chandra Ghosh ...	Third ...	Ditto.
Nritya Gopal Bose ...	First ...	Physical science.
Jamini Mohan Das ...	Do. ...	Ditto.
Manmotha Nath Bhattacharjea ...	Do. ...	Ditto.
Pares Chundra Banerjea ...	Do. ...	Ditto.
Gobind Lal Set ...	Second ...	Ditto.
Baikuntha Kisor Chakravarti ...	Do. ...	Ditto.
Sarada Charan Syam ...	Do. ...	Ditto.
Biseswar Mookerjea ...	Do. ...	Ditto.
Upendra Nath Mitra ...	Do. ...	Ditto.
Kamini Kumar Mookerjea ...	Do. ...	Ditto.
Nagendra Nath Mitra ...	Do. ...	Ditto.
Prabhat Chandra Sinha ...	First ...	History.

Four candidates appeared for the ordinary degree of M.A. and all passed, against a total of eight of last year.

70. The income from fees was Rs. 47,050, against Rs. 48,199 of the previous year; and the expenditure Rs. 1,33,106, against Rs. 1,27,048. For some portion of the year an additional professor was entertained, and grade increments account for the remainder of the increase.

The library is in good order, and 427 volumes were added to it during the year, exclusive of periodicals and reviews. The gymnastic class is regularly attended by 25 or 30 students; besides the ordinary exercises of the gymnasium, cricket and foot-ball are frequently played.

71. *Sanskrit College.*—The Sanskrit College is an Anglo-Sanskrit institution, though it also provides, in the Sanskrit Title class, for the education of those who wish to study Sanskrit only. In English it teaches the same course as ordinary second-grade colleges; while instruction in Sanskrit is carried to a point considerably above the course laid down for the M.A. Examination in that subject.

On the appointment to the Government Translation Department of Pundit Hara Prasad Sastri, M.A., Babu Rajendra Chandra Sastri, M.A., was appointed assistant Professor in his place. Pundit Mohesh Chandra Nyayaratna, C.I.E., Officiating Principal of the college, took privilege leave for three months, and Babu Sib Chandra Gui, M.A., a lecturer of the college, was appointed to have charge of the Principal's duties in addition to his own. The appointment of Pundit Chandra Kanta Tarkalankar, a distinguished Sanskrit scholar and authority on Hindu Law, has proved a source of great strength to the college.

The number of students on the 31st March was 56, against 57 of the preceding year; 11 being in the first-year class, five in the second, seven in the third, four in the fourth, four in the honour class, and 25 in the title class reading Sanskrit only. The difficulties of the special Sanskrit course prevent the college from being recruited from ordinary high schools, while many students who pass the Entrance Examination from the Sanskrit collegiate school join other colleges. Thus the number of students in the college is always strictly limited.

Twenty candidates appeared at the First Arts Examination and 10 passed, three in the first division, three in the second, and four in the third, against a total of four of last year. The failures ranged from nine in history to two in chemistry and psychology.

The college sends no candidates to the B.A. Examination. After passing the First Arts Examination the students continue to read Sanskrit in their own college, but go over to the Presidency College for the rest of their instruction, and are sent up to the B.A. Examination as candidates from the latter college. Of those who thus went up in 1884 three passed in the third division, against two in the preceding year. Three candidates appeared at the Honour and M.A. Examinations in Sanskrit and two passed, one in the second division and one in the third, against the same number in 1883. All the four candidates from the college at the Sanskrit Title Examination passed.

The music class, maintained at the cost of Raja Surendra Mohan Tagore, C.I.E., was examined in March last, and rewards and prizes awarded to the successful candidates. Under orders of Government dated the 20th June 1883 arrangements were made during the year for teaching Vedic hymns in connexion with this class.

The income from fees was Rs. 1,283, against Rs. 1,277 of last year, and the expenditure Rs. 21,239, against Rs. 21,161.

The library and the college building are in good order.

An endowment of Rs. 15,000 has been left by the late Rai Rajib Lochan Ray Bahadur of Berhampore for the foundation of scholarships for the encouragement of Sanskrit learning in this college.

72. *Hooghly College.*—Mr. W. Griffiths continued to be Principal throughout the year. Babu Braja Ballabh Dutt, M.A., lecturer in chemistry and physics, took sick leave for three months in June, and Babu Haridas Bose, M.A., was appointed to act for him. Mr. W. Griffiths, Principal of the college, took privilege leave for three months in August, and Mr. W. Booth was appointed to officiate for him. Mr. J. H. Fisher was appointed professor in the college in January 1884.

The number of students on the 31st March was 130,—56 in the first-year class, 37 in the second, 20 in the third, and 16 in the fourth; against a total of 154 of last year. One student is reading for honours in mathematics.

The falling off is accounted for partly by the ordinary causes connected with the supplementary examination, which have temporarily operated to reduce the number in most of the larger colleges, and partly because the addition of elementary physiology to botany in the new standard for the B.A. degree has deterred many students from joining the Hooghly College, in which botany

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has been for many years selected as the regular subject of instruction, out of the alternative subjects of the B course. The few students who joined the third-year class with the object of taking up botany abandoned that subject shortly afterwards for physics; although the University, on a reference made to it, largely reduced the amount of physiological reading required from botany students. In fact the course in this subject has now been so simplified that there is no longer any ground for complaint; but the same cause will be seen to have had a deterring effect in other colleges also.

Of 65 candidates at the First Arts Examination, 36 passed: five in the first division, 23 in the second, and eight in the third, against the same number of last year. The failures ranged from 21 in English to six in logic.

Twenty-four candidates went up for the B.A. Examination, and 19 passed,—2 in the first division, 13 in the second, and 4 in the third, against a total of 13 of last year.

All the three candidates for the Honour Examination failed, two having taken up mathmetics and one botany.

The receipts from fees were Rs. 9,825 against Rs. 11,978, and the expenditure Rs. 46,683 against Rs. 43,438. The increased charge is due to the salary drawn by Mr. Fisher, and also to grade increments of teachers.

There were 69 boarders in the Hindu and 66 in the Mahomedan hostel, against 60 and 61 respectively of the previous year. The number in the gymnastic class was 46 against 45 of last year. The library is in good order

73. *Dacca College.*—On the appointment of Mr. J. V. Pope, M.A., Principal of the college, as Inspector of Schools, Behar Circle, Mr. A. W. Garrett and subsequently Mr. R. Parry were appointed to officiate as Principal. The zeal and activity which Mr. Pope brought to bear upon his work, during a principalship extending over more than five years, has contributed in no small measure to the prosperity of the college.

The number of students on the 31st March was 246, against 285 of last year. The falling off is due to the cause which affected the number in the Presidency and other colleges.

The receipts from fees were Rs. 18,801 against Rs. 20,349 of last year, and the expenditure Rs. 45,179 against Rs. 41,574. The increase in expenditure is chiefly due to the maintenance of an increased staff.

One hundred and thirty-eight candidates went up for the First Arts Examination, and 58 passed,—5 in the first division, 23 in the second, and 30 in the third; against a total of 36 of the previous year.

Of 36 candidates at the B.A. Examination, 10 passed,—one in the first division, four in the second, and five in the third, against the same number of last year.

The two candidates at the M.A. Examination passed in English.

The hostel, the library, and the college building are in good order.

74. *Kishnaghur College.*—Mr. J. Mann was Principal for the whole year. Babu Umes Chandra Dutt retired from the public service during the course of the year, after a connexion with the college extending over many years. Babu Ambika Charan Sen, M.A., on his return from England after a distinguished career in the Cirencester Agricultural College, reverted for a time to his appointment as lecturer of chemistry in this college, but was shortly afterwards appointed to the Native Civil Service.

The number of students on the 31st March was 53, against 41 of last year.

Fourteen candidates went up for the First Arts Examination, and eight passed,—one in the first division, four in the second, and three in the third, against a total of 17 of the preceding year. Four failed in English, five in history, one in logic, one in psychology, and two in mathematics, Sanskrit, and chemistry.

Of six candidates at the B.A. Examination, four passed in the third division, against one of last year. The failures ranged from two in English to one in physics and chemistry.

There was no candidate at the M.A. Examination.

The receipts from fees were Rs. 2,202 against Rs. 2,602 of the previous year, and the expenditure Rs. 23,434 against Rs. 29,424, owing to the replacement of Mr. J. A. Martin, on transfer to the Presidency College, by a Master of Arts of the Calcutta University.

The library and the college building are in good order. The hostel and the gymnastic class continue to be popular with the students.

75. *Patna College.*—Mr. A. Ewbank, Principal of the college, took furlough for seven months in May, and Mr. M. Mowat was appointed to officiate for him. During the absence on leave of Mr. G. A. Stack, his work was provided for by the temporary appointment of Babu Mohini Mohan Dutt, M.A., and by giving additional duty to Babu Narendra Nath Bose, M.A., lecturer of the college. In June 1883 Mr. J. H. Fisher was posted to Patna, but was transferred to Hooghly in January 1884. Mr. A. J. C. Behrendt took sick leave in March, preparatory to his retirement from the public service.

The number of students on the last day of the year under report was 178, against 188 of the preceding year. Of these 147 were Hindus, 30 Mahomedans, and one a Christian. One hundred and nineteen were Biharis and 59 Bengalis.

Sixty-six candidates went up for the First Arts Examination, and 35 passed,—7 in the first division, 14 in the second, and 14 in the third; against a total of 18 of last year. The failures varied from 21 in English to 11 in logic. Of the 35 who passed, 19 were Beharis.

Of 26 candidates at the B.A. Examination, 13 passed,—5 in the first division, 4 in the second, and 5 in the third; against a total of 10 in the previous year. Six of the passed students were Biharis.

The income from fees was Rs. 12,532, against Rs. 11,444 of the last year, and the expenditure Rs. 46,633 against Rs. 47,849.

The college building and the library are in good order. The hostel under the charge of the head maulavi had only six boarders, against eight of the previous year.

76. *Bavenshaw College, Cuttack.*—Mr. S. Ager remained in charge of the college throughout the year. The number of students on the 31st March was 32, against 38 of last year. Of these, 11 are genuine Uriyas, 7 domiciled residents of the province, and the rest Bengalis. The falling off is ascribed to the small number of successful candidates at the Entrance Examination from the collegiate school, from which the college classes are chiefly recruited. From all the high schools of Orissa only 16 students passed at the last Entrance Examination. We endeavour to secure as many students as possible for the college, by making all scholarships gained in Orissa tenable in it exclusively; but no great advance will be made until more high schools are established in the province,—an object to which the efforts of the Department are steadily directed.

Nine candidates appeared at the First Arts Examination, and six passed, two in the second division and four in the third; against a total of seven of the previous year.

All the four students of the fourth-year class went up for the B.A. Examination, and two passed, one in the first division and one in the second; against a total of five of last year. The additions to the course in botany under the new regulations appear to have frightened the students, and a proposal was made to substitute physics for the botany course. This, however, was not sanctioned; and with some moderate additions to the existing laboratory, sufficient provision can be made for the teaching of physiology, a subject which, in the elementary form required, presents little difficulty.

For the first time in the history of the college one student took honours in botany.

The income from fees was Rs. 1,770, against Rs. 1,833 of last year, and the expenditure Rs. 16,420, against Rs. 15,199.

The question of erecting a Hindu hostel in connexion with the college, towards the cost of which the Raja of Keonjhar has paid the sum of Rs. 5,000, is under the consideration of Government.

77. *Rajshahye College.*—Mr. A. Clarke Edwards continued in charge of the college. The services of a second lecturer on science being required in consequence of the changes recently introduced in the University courses, Mr. Phani Bhushan Mookerjea, B.Sc., who had been selected for the superior graded service by the Secretary of State, was appointed to be a professor. On the transfer to the Presidency College of Assistant Professor Babu Bipin

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Behari Gupta, M.A., Babu Raj Mohan Sen, M.A, was appointed to take up his work.

The number of students rose from 74 on the 31st March 1883 to 81 on the same date of the following year. In the year 1882 the number was 55. The steady increase in the number of students shows the popularity of the institution and the estimation in which it is held by the people. The partial utilisation of the adrassa building for the college classes, and the restoration of the junior classes of the late Madrassa in connexion with it under the general control of the Principal, will also add to the popularity of the institution.

Thirty candidates went up for the First Arts Examination, and 22 passed, 2 in the first division, 11 in the second, and 9 in the third; against a total of 9 of last year. The failures varied from six in English to one in history and chemistry.

Of ten candidates at the B.A. Examination, six passed,—five in the second division and one in the third; against a total of four of the preceding year. The failures were four in English and two in mathematics and chemistry. Hitherto botany has been the only science subject taken up for the degree. The college staff was, however, found to be strong enough to teach physics; and as the students also desired to learn that subject, its introduction was authorised.

The receipts from fees were Rs. 2,822, against Rs. 2,371 of last year, and the expenditure Rs. 20,840, against Rs. 19,327. The increased charge is chiefly due to the appointment of an additional professor.

The new college building has just been completed, and is a handsome structure. A new building has also been erected for the Madrassa, in the same compound as the college. The Madrassa having under recent orders been greatly reduced, a portion of the building is being used for the college classes; and in consideration of this diversion from its original purposes, a sum of Rs. 20,000, or about half the cost of the Madrassa building, is to be repaid to the Mohsin Fund.

The library and the gymnastic class are in good order.

The college received an endowment of Rs. 2,000 from Babu Mahini Mohan Ray, from the interest of which an annual prize will be awarded on the results of the B.A. Examination.

78. *Berhampore College.*—Mr. Livingstone was Principal throughout the year under report. Babu Raj Mohan Sen, M.A., lecturer on mathematics, was transferred to the Rajshahye College, and Babu Haris Chandra Chakravarti, M.A., was appointed in his place There were on the 31st March 1884 16 students in the first-year class and 11 in the second-year, against 22 and 16 respectively on the same date in the previous year. The number of students therefore fell from 38 to 27. The proximity of the Rajshahye College, which teaches to the B.A. standard and charges a lower rate of fee, and also the opening of the Maharaja's free college at Burdwan, are causes that contribute to the steady decrease in numbers. When the place is connected with Kishnaghur by the projected railway, a further cause will have come into existence.

Sixteen candidates went up for the First Arts Examination, and seven passed, one being placed in the first division, three in the second, and three in the third, against a total of ten of last year. The failures ranged from eight in English, four in mathematics, and three in history to two in logic, Sanskrit, and chemistry.

The receipts from fees were Rs. 1,824, against Rs. 2,000 of last year, and the expenditure, Rs. 13,056, against Rs. 12,755. The fees of many students are paid by private liberality.

The college building has undergone recent repairs. The attached hostel is in a fair condition.

An endowment of Rs. 15,000 has been left by the late Rai Rajib Lochan Ray Bahadur of Berhampore for the establishment of scholarships tenable in this college.

79. *Midnapore College.*—Babu Gangadhar Acharjya continued to be headmaster up to the close of the year, when he took leave, and was shortly afterwards transferred at his own request to Behar for the restoration of his health.

His recent lamented death has been felt as a loss to education. During the many years that he was in charge of the college classes at Midnapore, they owed much to his unvarying energy and interest, and to the firm discipline that he maintained.

The number of students on the 31st March was 19,—13 in the first-year class and six in the second, against a total of 18 of last year.

Six candidates went up for the First Arts Examination, and four passed, or one in the first division, two in the second, and one in the third, against the same number of last year.

One senior scholarship of Rs. 20 a month was awarded on the result of this examination.

The receipts from fees were Rs. 1,096, against Rs. 744 of the preceding year, and the expenditure Rs. 6,990, against Rs. 6,353.

80. *Chittagong College.*—Babu Chandra Mohan Mozumdar, M.A, continued to be head-master. There were on the 31st March 22 students,—14 in the first year class, and eight in the second, against a total of 15 of last year.

Nine candidates went up for the First Arts Examination, and six passed,—two in the second division and four in the third, against a total of three of the preceding year.

The income from fees was Rs. 453, against Rs. 660 of last year.

His Honor the Lieutenant-Governor visited the college in March last, and was pleased to express his satisfaction with the working of the institution.

81. *College Department of the Bethune School.*—Roll number five, against four of the preceding year. The number of students on the 31st March was five,—two in the second-year class and three in the third, against a total of four of the preceding year As no candidate passed the Entrance Examination from the school department in 1883, there was no first-year college class at the close of the year; and as there was no third-year class in 1883, owing to causes reported last year, there was no fourth-year class in 1884.

The college sent up three candidates to the First Arts Examination, of whom two were successful, one being placed in the second division and one in the third. Another scholar passing from the Free Church Normal School has also joined the third-year class. As there was no fourth-year class in 1883, there were no candidates for the B.A. degree.

The fees charged are Rs. 3 for each day-scholar and Rs. 10 for each boarder.

82. *College Department of the Calcutta Madrassa.*—To meet the wishes of an influential section of the Mahomedan community, the Government of Bengal sanctioned the opening of first and second-year college classes in connexion with the Calcutta Madrassa with effect from January 1884. The college has been affiliated to the University up to the First Arts standard, and the number of students in the first-year class on the 31st March 1884 was 20.

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83. *General Assembly's Institution.*—The number of students fell from 402 on the 31st March 1883 to 165 on the last day of the year under report. The unfortunate disturbances which took place last year in connection with the mission resulted in the removal of the old staff and the withdrawal of many students from the institution. The Foreign Mission Committee of the Church of Scotland has, however, resolved to maintain the college in a state of undiminished efficiency, and has with that object sent new professors from Europe.

For the First Arts Examination 188 candidates presented themselves and 75 passed,—6 in the first division, 29 in the second, and 40 in the third; against a total of 54 of last year.

Of 86 candidates at the B.A. Examination, 68 took the A course and 18 the B course. Of the A course candidates 25 passed,—1 in the first division, 8 in the second, and 16 in the third. Six of the B course candidates passed,—3 in the second division and 3 in the third. The total number that passed the year before was 37.

Of eight candidates at the Honour and M.A. Examinations six passed, one with honours in philosophy; against the same number of the preceding year.

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The receipts from fees were Rs. 11,596, and the total expenditure Rs. 42,954. The Government grant was Rs. 7,200.

84. *Free Church Institution.*—The number of students on the 31st March 1884 was 272, against 288 of the previous year and 221 of the year before. Of 156 candidates sent to the First Arts Examination 75 were successful, of whom 9 were placed in the first, 27 in the second, and 39 in the third division. Of 56 candidates sent up to the B.A. Examination 36 passed, of whom one was placed in the first, 12 in the second, and 23 in the third division. Out of eight candidates, six took honours in English and one in botany. Three students also obtained the ordinary M.A. degree. The total expenditure was Rs. 33,575, of which Government paid Rs. 5,400.

85. *St. Xavier's College.*—The number of students on the 31st March was 170, against 142 of last year and 72 of the year before. The number shows a steady and satisfactory increase. Thirty-seven candidates went up for the First Arts Examination and 12 passed,—1 in the first division, 7 in the second, and 4 in the third; against a total of 6 of last year. Of eight candidates at the B.A. Examination five passed,—one in the first division, one in the second, and three in the third; against a total of four of the preceding year.

The income from fees was Rs. 10,082, against Rs. 6,338 last year; and the Government grant Rs. 4,200.

86. *London Mission College, Bhowanipore.*—The number of students on the 31st March 1884 was 59, against 61 of the preceding year. Of 24 candidates sent up to the First Arts Examination 15 passed,—11 in the second and 4 in the third division. The total expenditure was Rs. 14,453, of which Rs. 3,000 were contributed by Government.

87. *Doveton College.*—The number of students on the 31st March 1884 was 47, against 58 of the year before. Of 28 candidates sent up to the First Arts Examination 13 passed, namely, 3 in the first, 6 in the second, and 4 in the third division. Total expenditure Rs. 7,200, of which Government paid Rs. 2,400.

Unaided Colleges.

88. *Metropolitan Institution, Calcutta.*—The total number of students was 500, against 406 of the preceding year. Out of 136 candidates sent to the First Arts Examination 62 were successful. Of these nine were placed in the first, 19 in the second, and 34 in the third division, against a total of 27 of last year. At the B.A. Examination 74 candidates were sent up, of whom 34 passed, 5 being placed in the first, 10 in the second, and 19 in the third division. One student took honours in English and one in science, besides three who took the ordinary M.A. degree.

89. *City College.*—Number on the roll 175, against 108 of the previous year. The candidates sent up to the F.A. Examination numbered 71, of whom 36 passed, 2 being placed in the first, 15 in the second, and 19 in the third division. The college has now been affiliated to the B.A. standard, and has opened a third-year class with 43 students.

90. *Albert College.*—Roll number 35, against 36 of the year before. The candidates sent up to the F.A. Examination numbered 23, of whom five only were successful, two being placed in the second and three in the third division. The college was affiliated up to the First Arts standard in 1881, and the first batch of its pupils went up to the examination of 1882. There are five professors connected with the college, drawing an aggregate salary of Rs. 460 a month. The cost of the establishment is mainly borne by the surplus income of the school department. A fairly complete laboratory has now been attached to the college for the teaching of physical science.

91. *Maharaja's College, Burdwan.*—The number of students rose from 85 on the 31st March 1883 to 107 on the same date of the year under report—a fact that shows the popularity of an institution in which no fees are charged, and the estimation in which the college is held by the people of Burdwan and the surrounding districts. Many applications for admission to the first-year class were refused, as no larger number of students could be taught under existing arrangements.

Thirty-nine candidates went up for the First Arts Examination and 17 passed,—1 in the first division, 5 in the second, and 11 in the third; against

a total of three of last year. The failures ranged from 18 in English to five in Sanskrit. UNIVERSITY EDUCATION.

92. *Presidency Institution.*—Roll number 65. The college has been affiliated up to the F.A. standard from January 1884. There are five professors connected with the college, who also teach the school classes. The fee-receipts up to March 1884 amounted to Rs 532.

IV.—SECONDARY EDUCATION.

93. The following statement compares the statistics of secondary schools for boys for the past two years. Schools for Europeans and Eurasians being now for the first time separately returned, the figures for 1882-83 include these schools, while those for 1883-84 exclude them altogether. They are dealt with in a special section of this report:— SECONDARY EDUCATION.

SECONDARY SCHOOLS.

	1882-83.		1883-84.	
	Schools.	Pupils.	Schools.	Pupils.
High English—				
Maintained by the Department ...	51	15,020	51	15,309
Ditto municipal boards ...	...	.....	2	558
Aided by the Department or by municipal boards	115	15,956	118	16,855
Unaided	66	18,783	64	19,245
Total ...	232	49,759	235	51,967
Middle English—				
Maintained by the Department ...	9	1,346	7	1,077
Ditto municipal boards ...	...	.....	1	283
Aided by the Department or by municipal boards	500	32,223	521	34,364
Unaided	145	8,069	124	7,013
Total ...	654	41,638	653	42,737
Middle Vernacular—				
Maintained by the Department ...	187	10,872	182	10,313
Ditto municipal boards ...	...	.....	5	737
Aided by the Department or by municipal boards	808	43,482	845	45,661
Unaided	84	4,859	76	4,991
Total ...	1,079	59,213	1,108	61,702
GRAND TOTAL ...	1,965	150,610	1,996	156,406

Of the European schools included in 1883, nine were aided and two unaided high English schools; the rest being middle English schools, of which one was a Government school and eight were aided. The number of European schools excluded from the returns of 1884 is 21, with 2,971 pupils attending them. Of these, seven are aided high English schools with 1,409 pupils, two unaided with 122 pupils, one Government middle English school with 97 pupils, and 11 aided with 1,343 pupils.

94. There is thus a nominal gain of 31 schools and 5,796 pupils, but a much larger real gain owing to the exclusion of European schools. A full explanation of the increase and decrease in each class of schools will be given further on. The following table shows the detailed statistics of attendance and expenditure in all Government and aided secondary schools for boys, exclusive of schools for Europeans:—

Attendance and Expenditure in Schools of Secondary Instruction during 1883-84

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on the 31st March 1884.	Average number on the rolls monthly.	Average daily attendance.	EXPENDITURE.		
					Government.	Local sources.	Total.
					Rs.	Rs.	Rs.
High English—							
Maintained by the Department	51	15,309	14,378	11,714	1,42,432	3,19,068	4,61,500
Ditto municipal boards	2	558	520	404	313	6,896	7,209
Aided by the Department or municipal boards	118	16,855	15,665	12,349	66,595	2,40,862	3,07,457
Total ...	171	32,722	30,563	24,467	2,09,340	5,66,826	7,76,166
Middle English—							
Maintained by the Department	7	1,077	981	773	11,869	9,196	21,065
Ditto municipal boards	1	283	291	239	.....	1,558	1,558
Aided by the Department or municipal boards	521	34,364	31,141	24,339	1,33,968	2,84,771	4,18,739
Total ...	529	35,724	32,413	25,351	1,45,837	2,95,525	4,41,362
Middle Vernacular—							
Maintained by the Department	182	10,313	9,273	7,166	50,345	29,745	80,090
Ditto municipal boards	5	737	708	517	451	5,224	5,675
Aided by the Department or by municipal boards	845	45,661	42,588	32,971	1,11,751	2,06,411	3,18,162
Total ...	1,032	56,711	52,569	40,654	1,62,547	2,41,380	4,03,927
GRAND TOTAL ...	1,732	125,157	115,545	90,472	5,17,724	11,03,731	16,21,455

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In the previous year the cost for 1,670 schools and 118,899 pupils was Rs. 6,10,678 to Government and Rs. 12,99,345 from private sources. The large apparent reduction in the Government expenditure and in the expenditure from local sources in 1883-84 is explained by the transfer of the charges for European schools to a separate head.

95. HIGH ENGLISH SCHOOLS.—The figures for this class of schools are repeated:—

High English Schools for Boys.

	1882-83.		1883-84.	
	Schools.	Pupils.	Schools.	Pupils.
Maintained by the Department	51	15,020	51	15,309
Ditto municipal boards	...	.....	2	558
Aided by the Department or by municipal boards ...	115	15,956	118	16,855
Unaided	66	18,783	64	19,245
Total ...	232	49,759	235	51,967

N.B.—In this table European schools for 1882-83 are included, while those for 1883-84 are excluded.

96. The number of Government schools remains at 51, as in the previous year, the Bhootea boarding-school at Darjeeling having taken the place of the Moorshedabad Nawab's Madrassa, which is now treated as a special institution. The case of the Bhootea school will be referred to later on. The new district of Khoolna has not yet been provided with a zillah school. The Inspector of the Presidency Circle points out that though the aided school at Khoolna was on a scale suited to an outlying subdivision, it fails to meet the requirements of a rapidly growing zillah station and railway terminus. Local effort cannot be expected to provide the expensive buildings and efficient staff that are necessary. These facts were pointed out to the Lieutenant-Governor at a recent visit to the station, and it is understood that His Honour consented to supply the station with a zillah school.

97. There are two high schools maintained by municipal boards—one at Santipore and one at Chittagong. A third, maintained by the municipality of Burdwan, has been returned among aided schools on the ground of its receiving a grant from the Department. This, like the Chittagong school, which also receives a Government grant, should have been returned under schools managed by municipal boards. Aided schools have advanced from 115 to 118, and unaided schools have declined from 66 to 64. It should be noted, however, that the returns of the previous year included nine aided and two unaided high schools for Europeans, so that there is a real gain of 12 aided schools for native boys, and of 14 altogether. There is an apparent loss of six aided and two unaided schools in Calcutta: they were all schools for Europeans. In the Presidency Division the number of high schools remains unchanged, though their classification has undergone some important modifications. In the Burdwan Division the schools have increased from 57 to 62, in Rajshahye from 15 to 16, in Dacca from 22 to 24, in Patna from 16 to 19, and in Orissa from 8 to 9; while there has been a loss of one in Chittagong. In Chota Nagpore there is no change. The gains and losses will be explained in fuller detail further on.

98. *University Entrance Examination.*—The results of the Entrance examination of all schools except those for Europeans and Eurasians are tabulated below:—

Entrance Examination, December 1883.

CLASS OF SCHOOLS.	Number of competing schools.	Number of candidates.	First division.	Second division.	Third division.	Total.	Percentage of success.
Government schools*	53	882	166	288	84	538	61· (nearly)
Public schools (aided)	104	529	64	146	67	277	52·36
Ditto (unaided)	56	875	104	235	87	426	48·68
Private students and teachers	.....	75	4	7	13	24	32·
Total ...	213	2,361	338	676	251	1,265	53·58

* Including two municipal schools.

99. In the preceding year 952 candidates (inclusive of Europeans) passed out of 2,161, or 44 per cent. The results therefore in the last examination are better by nearly 10 per cent. The Government schools, as usual, show the best results, having passed nearly 61 per cent. of their candidates; the aided schools stand next in order of merit, having passed 52·36 per cent.; and the unaided schools, including the big schools of Calcutta and some of the other important towns, 48·68 per cent. In many previous years the unaided schools have occupied a position intermediate between Government and aided schools—a position which is explained by the large private resources at the command of their proprietors, or by the strong demand for education in the populous centres where they are established. It is very satisfactory to find that aided schools as a class have so greatly improved their position.

100. The following table compares the success of Government, aided, and unaided schools (exclusive of those for Europeans) in fuller detail:—

Division.	Total number of schools.	Number of Schools which sent Candidates.				Number of Schools which Passed Candidates.				Number of candidates.	Candidates passed in the—				Number gained scholarships.
		Government.	Aided.	Unaided.	Total.	Government.	Aided.	Unaided.	Total.		First division.	Second division.	Third division.	Total passed.	
Calcutta	28	(a) 5	...	20	25	4	...	16	20	633	96	162	51	309	19
Presidency	55	(b) 8	36	9	53	8	35	8	51	382	66	111	47	224	20
Burdwan	62	7	(c)38	9	54	7	31	9	47	444	65	139	54	258	20
Rajshahye	16	6	6	2	14	6	6	2	14	120	18	56	14	88	16
Dacca	25	(d) 5	10	7	22	5	9	7	21	294	46	95	35	176	18
Chittagong	6	3	(e) 2	1	6	3	2	1	6	74	13	22	3	38	9
Patna	19	6	5	5	16	5	5	3	13	212	19	41	21	81	(f)17
Bhagulpore	11	5	3	3	11	4	3	2	9	65	4	25	5	34	12
Chota Nagpore...	7	5	2	...	7	5	2	...	7	30	5	8	4	17	8
Orissa	9	3	2	...	5	3	1	...	4	32	2	10	4	16	9
Total ...	238	53	104	56	213	50	94	48	192	2,286	334	669	238	1,241	148

(a) Includes the Bethune Girls' School.
(b) Ditto Santipore municipal school.
(c) Ditto Burdwan ditto.
(d) Ditto Dacca Madrassa.
(e) Ditto Chittagong municipal school
(f) One third-grade scholarship was not awarded in the Patna Division.

101. The 53 Government schools include the Dacca Madrassa, the Bethune Girls' School, and the Santipore municipal school, but exclude the Bhootea boarding-school and the Moorshedabad Nawab's Madrassa, now classed as a special institution. Of the 53 schools, 50 passed candidates at the examination. The unsuccessful schools were the Bethune Girls' School, the Motihari zillah school, and the Deoghur high school in the Sonthal Pergunnahs. The circumstances of the Bethune School were exceptional. The two other schools are situated in backward districts, and have had special difficulties to contend with. At the Motihari school there have been, owing to unavoidable causes, three head-masters at different times during the year, two of whom contributed little towards the improvement of the school. Much is expected under the present head-master. At Deoghur the discipline among both masters and pupils has fallen into a very lax state. "An idea seemed to prevail," writes the Inspector, "that any attempt at discipline, or even to collect the fees due, would injure the school, considering the sacredness of the town and the prejudices of the population. The masters and pupils came and went as they liked. This state of affairs has ceased to exist; there has been a clean sweep; and it has clearly been shown that discipline will be maintained and some results shown for the money expended, or the school will be shut up."

102. The progress of aided schools as tested by the Entrance examination has been, notwithstanding some fluctuations, steady, and on the whole highly satisfactory. In 1878, out of 84 schools 73 competed and 49 were successful; in 1879, out of 85 schools 80 competed and 60 were successful; in 1880, out of 88 schools 83 competed and 74 were successful; in 1881, out of 98 schools 88 competed and 61 were successful; in 1882, out of 115 schools 100 competed and 73 were successful; while in 1883, out of 118 schools 104 competed and 94 were successful. A comparison of the first year of this series with the last shows really remarkable progress.

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103. Of the 64 unaided schools returned, 56 sent up candidates to the Entrance examination, and 48 were successful. Of these last 16 are situated in Calcutta, eight in the Presidency Division, and nine in the Burdwan Division.

104. GOVERNMENT SCHOOLS FOR BOYS.—These are either schools attached to colleges and under the control of the Principal, or zillah schools of the first, second, or third class. The class of a school is fixed by the number of its pupils—whether over 300, between 300 and 175, or under 175; conditions which also generally determine the scale of establishment. The following tables show the results of the Entrance examination for schools of each class. In accordance with the practice of previous years, the merit-mark in the last column is found by crediting the school with one, two, or three marks for each boy passing in the third, second, or first division. As explained in previous reports, each class includes schools of widely different numerical strength, and therefore the merit-mark, though supplying a convenient test of progress from year to year, gives only a rough idea of the comparative merits of different schools:—

Collegiate Schools (14).

NAMES OF SCHOOLS.	Number of pupils.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit-marks.
Hare	633	61	19	16	.....	35	89
Hindu	438	79	15	19	6	40	89
Dacca Collegiate	538	46	15	13	4	32	75
Patna ,, ...	639	29	9	12	1	22	52
Hooghly ,, ...	329	30	8	11	5	24	51
Rajshahye ,, ...	414	30	5	14	.....	19	43
Hooghly Branch	349	32	4	9	5	18	35
Kishnaghur Collegiate	228	18	3	11	3	17	34
Calcutta Madrassa	493	36	1	13	3	17	32
Berhampore Collegiate	150	23	2	10	4	16	30
Chittagong ,, ...	514	13	5	2	2	9	21
Midnapore ,, ...	252	14	1	6	2	9	17
Sanskrit ,, ...	186	18	2	3	3	8	15
Ravenshaw ,, Cuttack	270	15	1	4	1	6	12

Thus, from 14 collegiate schools containing 5,373 pupils, 444 candidates competed and 272 passed, with a total merit-mark of 595. In the previous year the same schools contained 5,296 pupils: 400 candidates competed and 204 passed, with a merit-mark of 392.

105. The Hare and Hindu schools are bracketed equal, and occupy, as in previous years, the highest place in the list of successful schools. The Hindu school passed a larger number of candidates, but the number in the first division was greater at the Hare school The third and seventh places on the general list for Bengal were occupied by two pupils of the Hindu school, and the fifth and tenth places by two pupils of the Hare school. The competition between the two schools has been of a very close and stimulating kind for many years past, and it is impossible to say that either one is decidedly superior to the other. The roll-number of the Hare school has risen from 607 to 633, and that of the Hindu school has declined from 450 to 438. Both the schools levy higher rates of fees (namely Rs. 5 in the upper and Rs. 4 in the lower classes of the Hindu school, and Rs. 4 in all classes of the Hare school) than those prevailing in other high schools for native boys in Calcutta, and the large numbers attending them show that they are fully appreciated by those for whose benefit they are maintained. The income of the Hare school from fees only was Rs. 27,283, and its expenditure Rs. 27,281. The income of the Hindu school was Rs. 21,726, and its expenditure Rs. 21,419.

106. The Dacca Collegiate school maintains its position as third in order of merit—a position which it gained in 1880. The number of its pupils this year increased from 514 to 538, and its fee-receipts amounted to Rs. 11,222, against Rs. 11,199 of the year before. The Raj Chandra hostel continues to prosper, though the number of its inmates has slightly fallen from 90 to 84. The Patna Collegiate school occupies the fourth place, as in the previous year. This school is now the largest in the whole of Bengal, outside Calcutta; its roll-number having increased from 586 to 639, and its fee-receipts from Rs. 12,691 to Rs. 14,148. The next place is taken by the Hooghly Collegiate school as in 1883, but its roll-number shows a small decline from 331 to 329, while its fee-receipts decreased from Rs. 12,140 to Rs. 11,138. The Hindu

hostel had 69 boarders, against 63 of the year before. The Rajshahye Collegiate school maintains the sixth place, and its roll-number has increased from 399 to 414. Its fee-receipts were Rs. 6,898, against Rs. 5,902 of the previous year.

107. The remaining collegiate schools have changed their positions more or less. The Hooghly Branch school has risen from the twelfth to the seventh place, its roll-number being 349, against 353. The Kishnaghur Collegiate school occupies the eighth place, as in the preceding year, its roll-number having advanced from 209 to 228, but its fee-income having decreased from Rs. 4,715 to Rs 4,389. The Calcutta Madrassa comes next in order of merit, its roll-number being 493, against 442, and 17 out of its 36 candidates being successful. With a uniform fee-rate of Re. 1 in all classes, the fee-income rose from Rs. 4,5[illegible]2 to Rs 5,174. The Berhampore Collegiate school has come down from the seventh to the tenth place, its numerical strength being also reduced from 161 to 150. It is by far the smallest school of its class, and in that point of view it still takes a highly creditable place. The Chittagong Collegiate school numbers 514 pupils on its rolls, against 507, and passed nine out of its 13 candidates. Numerically, the results attained are as yet by no means proportionate to its size, but a pupil from this school secured the distinction of standing first in the whole University list at the last Entrance examination. The Midnapore school passed 9 candidates out of 14, the Sanskrit Collegiate school 8 out of 18, and the Cuttack Collegiate school 6 out of 15. Cuttack thus comes below all the schools attached to even second-grade colleges; but there seem to be exceptional conditions tending to the disadvantage of this, and indeed of all high schools in Orissa, in regard to the second language taken up at the Entrance examination. Uriya candidates generally take up Sanskrit, which they are accustomed to read and write in the Uriya character, just as Bengali boys read and write it in Bengali. The Syndicate, however, refuses to recognise the Uriya character, which examiners appointed in Bengal cannot generally read; and consequently these boys have for the purposes of the examination to write their answers either in Bengali or in Devanagri, characters which are foreign to them. Whatever be the cause, it is certain that an unusual proportion of candidates from Orissa fail in Sanskrit.

The collegiate school at Cuttack has gained 17 pupils; the Midnapore school has lost 17, two cheap schools, a high and a middle, having been opened in the town. In the Sanskrit Collegiate school the fee-rate varies from Re. 1 in the case of sons of *bonâ fide* pundits, to Rs. 3; and the fee-income rose from Rs. 3,782 to Rs. 4,136.

108. *Zillah schools, first class.*—The number of these schools, which are defined by having 300 pupils and upwards, was 16, against 17 of the preceding year; the Howrah school having, by the loss of a few pupils, come down for the time to the second class, though still maintaining by its efficiency a high place among successful zillah schools. The results are shown in the following statement:—

Zillah Schools, First Class (16).

Names of Schools.	Number of pupils.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit-marks.
Beerbhoom	340	24	6	11	3	20	43
Uttarpara	521	29	8	9	...	17	42
Burrisal	601	24	6	9	2	17	38
Comillah	407	19	6	9	...	15	36
Mymensingh...	462	21	4	7	2	13	28
Jessore	307	13	6	4	1	11	27
Gya	410	26	2	6	5	13	23
Chupra	388	22	3	5	4	12	23
Rungpore	332	11	1	8	2	11	21
Noakholly	346	13	2	5	1	8	17
Barasee	318	9	4	1	.....	5	14
Pubna	300	16	2	2	3	7	13
Bhagulpore	377	18	...	5	1	6	11
Arrah	464	22	2	1	2	5	10
Mozufferpore	301	13	.. ..	4	.....	4	8
Monghyr	344	8	.....	2	1	3	5

From 16 schools with 6,218 pupils, 288 candidates competed, and 167 passed, with a merit-mark of 359. In the previous year the numbers for the same schools were—6,289 pupils, 258 candidates, 147 passed, merit-mark 258.

109. The Beerbhoom zillah school, under the head-mastership of Babu Ambika Charan Mookerjea, has once again beaten Uttarpara, and occupies the

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first place on the list, the second place being taken by its old rival. Burrisal maintains the third place, and Comillah has risen from the seventh to the fourth place. The Mymensingh school has risen from the seventh to the fifth place, and Jessore from the sixteenth to the sixth place. Gya and Chupra are bracketed seventh, their places in the preceding year having been twelfth and fourth respectively. In neither school was any portion of the Government grant drawn, the whole expenditure being met from fees and the income of endowments. Rungpore stands eighth instead of seventeenth, having achieved a brilliant success under its present head-master, Baboo Akhay Kumar Mookerjea, by passing all its 11 candidates. Noakholly has risen from the thirteenth to the ninth place. Baraset occupies the eleventh place as in the preceding year, and Pubna the twelfth place against the seventh. At Pubna much weakness was shown in permitting candidates to appear who had no chance of passing. The Bhagulpore school has come down from the fifth to the thirteenth place, and Arrah from the tenth to the fourteenth. The last four places are occupied by the two schools just named and by those of Mozufferpore and Monghyr. After making every allowance for the fact that the growth of the large schools of Behar is a fact of comparatively recent date, their results at the Entrance examination are far below what might reasonably be expected. These four schools sent 61 candidates to the examination, and passed 18, with a merit-mark of 34. Four schools of about the same size towards the top of the list (Beerbhoom, Comillah, Mymensingh, and Jessore) sent 77 candidates and passed 59, with a merit-mark of 134. The Inspector and I agree in thinking that these striking differences are not entirely due to the backwardness of the Behari. The head-masters of the Behar schools, all of whom are competent and experienced teachers, have nearly all been transferred in the current year to other charges within the same province; and it is to be hoped that the stimulus of new surroundings will react beneficially on their work. One of the most important requirements of the time is an increase in the number of University students in this backward province; and while so few pass the Entrance examination, the number of Behari graduates cannot increase. On the general question of the improvement of these schools the Inspector writes: "Almost every zillah school has been re-modelled, the staff in each having been increased in numbers and improved in efficiency. In some of the schools, where the finances allowed of it, better pay has been given. No teachers are appointed to zillah schools who have not passed at least the Entrance examination, and that on the condition that they pass the F.A., and subsequently the B.A., if they desire to get on. There are yet a large number of very useless masters who ought never to have been appointed. The course of studies has been thoroughly revised, rules laid down for discipline and for promotion, and the masters in every school made to feel that they are paid for work and not for idleness, and that if idleness or failure continue, their services will be dispensed with." Mr. Pope states that nearly all the teachers of the Monghyr zillah school had private occupations, which they followed to the prejudice of their official duties. He adds that the contrast between this expensive zillah school, with every advantage at its back, and the neighbouring aided school at Jamalpore, is very discreditable to the former.

110. *Zillah schools, second class.*—The number of schools in this class is 10, against eight of the year before; the two additional schools being the Howrah school transferred from the first, and the Purulia school from the third class:—

Zillah Schools, Second Class (10).

Names of Schools.	Number of pupils.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit-marks.
Howrah	287	14	5	7	.....	1	29
Furreedpore	248	10	2	7	1	10	21
Bankoora	240	17	1	8	2	11	21
Dinagepore	223	8	.....	6	1	7	13
Balasore	188	9	1	3	2	6	11
Bogra	230	4	1	3	.....	4	9
Ranchi	242	10	1	2	1	4	8
Taki	184	5	1	1	1	3	6
Moorshedabad	232	9	.....	3	.....	3	6
Purulia	226	2	2	.....	.....	2	6

From 10 schools with 2,300 pupils, 88 candidates competed and 62 passed, with a merit-mark of 130. In the previous year the same schools contained 2,163 pupils, 102 candidates appeared, and 58 passed, with a merit-mark of 94.

111. The Howrah school, only temporarily it is hoped, takes its place with 287 pupils among second-grade schools, heading the list with a merit-mark of 29, which would have entitled it to the fifth place among schools of the first class. It has lost nearly 100 pupils in the last two years; and the experiment, dating from 1877, of giving it no net grant, and declaring that it must support itself from fees alone, is now no longer successful. Still, but for increments in graded salaries, it would have continued to pay its way. The fees are maintained at a rate much above that of the neighbouring schools under private managers. The Furreedpore and Bankoora schools are bracketed second, with 248 and 240 pupils respectively. The Dinagepore school has passed from the eighth to the fourth place, the result of the examination being the best that the school has ever achieved. On the other hand, the Moorshedabad Nawab's school has fallen from the third to the ninth. The last-named school has gained a large accession of pupils—from 186 to 232; and it is hoped the time will soon arrive for introducing into the school, which at present gives gratuitous instruction, a system of small fee-payments. The increase of 68 pupils at Purulia (from 158 to 226) is ascribed partly to a reduction in the rate of fees, and partly to the increased facilities for vernacular instruction now afforded in the zillah school. This result, the Deputy Commissioner thinks, has been achieved at the expense of the station vernacular school; and he accordingly doubts whether in the long run there has been any actual gain. The Assistant Inspector is inclined to support this view, holding that what the people of Chota Nagpore chiefly need is a supply of good schools up to the middle vernacular standard, and that whatever tends to weaken such schools injures educational progress. I cannot altogether concur in these views, expressed as they are with reference to the chief town of perhaps the most advanced district of Chota Nagpore. All experience shows that the feeder school never suffers by being provided with an outlet for its more ambitious pupils. And with regard to the general suitability of English education for the residents of less advanced parts of the country, I cannot do better than quote the remarks of the Commissioner of Patna: "As English education is growing, though comparatively less subsidised, and vernacular education declining in spite of the greater aid given to it, it appears that what the natives really desire is English education, and of the best kind. It is difficult to see how, as sensible men, they could adopt any other course, when English is the language of the successful in all lines of life, the vernacular that of the failures."

The Ranchi school has gained 33 pupils, and has been steadily growing for some years. It is anticipated that this school will take its place before long among those of the first class. The failure of six pupils out of ten at the last examination, in the comparatively easy subjects of history and geography, is a regrettable circumstance, showing indifferent supervision by the head-master. The Bogra school has gained 22 pupils, and the Dinagepore school 16. The losses of pupils are trifling. At Bankoora there is a loss of 12, a new middle English school having been opened in the town by the Church Mission Society.

112. *Zillah schools, third class.*—The following table shows the order of merit of this class of schools. They are 10, against 12 of the preceding year, owing to the loss of the Moorshedabad Nawab's Madrassa and the transfer of the Purulia zillah school from the third to the second class:—

Zillah Schools, Third Class (10).

Names of Schools	Number of pupils.	Number of candidates.	First division.	Second division.	Third division.	Total passed.	Merit-marks.
Hazaribagh	108	6	2	3	.....	5	12
Maldah	147	5	1	3	1	5	10
Barrackpore	166	8	1	2	2	5	9
Pooree	150	4	.....	2	1	3	5
Purneah	133	2	1	1	.....	2	5
Chaibassa	172	2	.....	1	1	2	3
Julpigori	164	1	.....	1	.....	1	2
Palamow	124	2	.....	.....	1	1	1
Motihari	160	1	.....	.....	.....	.....	.....
Deoghur	62	2	.....	.....	.....	.....	.....

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From 10 schools with 1,386 pupils, 33 candidates appeared and 24 passed, with a merit-mark of 47. In the previous year the figures were: 1,224 pupils, 31 candidates, 9 passed, merit-mark 17.

113. The Hazaribagh school, after its temporary failure of the previous year, now occupies under a new head-master the highest place on the list, though it has lost 14 pupils owing to the prevalence of cholera and small-pox. Its merit-mark would entitle it to a high place among second class schools. The Maldah school occupies the second place, as before; and the Barrackpore school has partly recovered from the losses it sustained by the opening of a new high school in its neighbourhood. Its roll numbers also show an improvement from 151 to 166. The Pooree school has fallen from the first to the fourth place. The Purneah, Chaibassa, and Julpigori schools have improved their position in the list, and have also increased their roll numbers by 16, 37, and 64 pupils respectively. The increase at Julpigori arises from the amalgamation of the local vernacular school, which promises to be a very successful measure. After failure for two years, one boy, a Mahomedan, passed at the Entrance examination of 1883. The Chaibassa school has recently been re-organised on an English basis, as its vernacular (Hindi) constitution was found to be unsuited to the different races of boys and the various languages spoken in the school. The Palamow (Daltongunge) school has received a large increase of 41 pupils, and, as in the previous year, has succeeded in passing one of its candidates. Daltongunge, a new town, is rising rapidly in population and importance. The allotment of a separate junior scholarship to Palamow has increased the popularity of the school. The causes of failure of the Motihari and Deoghur schools have already been adverted to. The Motihari school has increased by 24 pupils, but there has been a large decline in numbers at Deoghur, from 102 to 62. This large decrease has been explained in a previous paragraph as arising from the removal of a number of idle and defaulting boys from the school rolls. Proposals are under consideration for transfering the zillah school of the district to Dumka, the real head-quarters of the Sonthal Pergunnahs.

114. Though there is a slight decrease in the total number of pupils in zillah schools of the first class, yet some of these schools are steadily, and even rapidly, growing. The chief increase is found in Burrisal, with 46 additional pupils, in Mymensing (where there are two competing schools) with 51, and in Comillah (where a school under private management has been closed) with 100. Since the close of the year a new school has been opened at Burrisal, which charges lower rates of fees, and has drawn off nearly 250 pupils. The same policy of encouraging the establishment of schools under private management, and thus relieving the pressure on the overgrown zillah schools, has been followed with success in other places, especially in Behar, where all the large stations have now one or more private schools working side by side with the zillah school, and charging lower fees. Six high schools of this class have been opened in 1883 and 1884. "Private schools," writes the Inspector, Mr. Pope, "are springing up rapidly; everything is done to encourage these, and above all to see that the competition they raise is carried on honestly. The inter-school rules have done good in this direction. These schools have greatly relieved the pressure that has long been felt in the zillah schools." The Chupra zillah school has lost 195 pupils within the year owing to this cause, the Mozufferpore school 59, the Gya school 50, and the Bhagulpore school 22. At Bankipore there are two private high schools; and the same number at Gya and at Bhagulpore. Towards the close of the year the 'Rivers Thompson' school was opened at Bally, to relieve the pressure on the Uttarpara school, which has 521 pupils. The same thing has taken place elsewhere. The great schools of the province are thus gradually being restricted to moderate limits of size; a result which is desirable in view not only of efficient management, but also of the wider spread of education which the opening up of new schools implies. Such schools, if their management and resources are such as to offer a reasonable prospect of permanence and efficiency, should receive every encouragement, since their establishment affords the best hope of finally replacing the Government school by one under local or private management, which should be the steady object of our policy. The Education Commission has recommended (Chapter VIII of the Report) that the Department should "aim

at the gradual transfer to local native management of Government schools of secondary instruction, in every case in which the transfer can be effected without lowering the standard or diminishing the supply of education, and without endangering the permanence of the institution transferred." With that view it has declared, in the same chapter, that the proximity of a Government or of an aided school should not be regarded as furnishing, by itself, a sufficient ground for refusing aid to a non-Government school. The same principles have characterised the policy of the Government of Bengal in recent years, and have found exact expression in the Resolutions of the Lieutenant-Governor upon the Annual Reports of this Department for 1881-82 and 1882-83, and in more recent orders relating to the proposed extension of the Burrisal and Mozufferpore school buildings. The policy of encouraging the establishment, in places where there is already a large and flourishing Government school, of a school under private management, has of course its natural and necessary limits. I may illustrate my view of these by the following quotation from a note recently submitted to Government:—

"In this, as in all other cases, the only point to be regarded is the general interests of education. Two good schools are better than one good school, but one good school is better than two weak ones. If the establishment of the second school alongside of the pre-existing school, whether Government or aided, is likely so to weaken the latter as to reduce the general efficiency of instruction in that locality, then the competing school should not be encouraged. The interests of the people to be educated are to be considered before the interests of any body of private managers. But if the school can be maintained in efficiency after the establishment of its competitor, the highest reasons of policy demand that the latter should receive full support and liberal assistance, even though the previous standard of efficiency should for the time be slightly reduced."

These considerations appear to lead to the conclusion that it is only in places where zillah schools of the first class exist that the policy of encouraging the establishment of a second school can with safety be attempted. If the Government school is not of the first class, that is, if it has less than 300 pupils, the effective demand of the people for education would not appear to be strong enough to allow of two schools being maintained in efficiency. In such places, if any action is attempted, it can only be in the direction of transfer to local management, under the guarantees recommended by the Education Commission.

115. The instruction in the lower classes of the zillah schools at Jessore, Baraset, and Taki, in the Presidency Division, and in the aided schools at Ranaghat and Jungipore in the same Division, and at Saidpore, Serajgunge, Shahazadpore, and Chatmohar in the Rajshahye Division, has been placed on a vernacular basis. In the two lowest classes English is not taught; in the next three English is taught as a language, all substantive instruction being imparted through the vernacular. In the four highest classes English is the medium of instruction. The measure is as yet in a purely experimental stage; and until we have had time to find out how boys trained under this system acquit themselves at the Entrance examination, it is premature to think of its general adoption. The Assistant Inspector, Presidency Division, notices it in the following terms:—

"The Baraset, Jessore, and Taki schools are so constituted that all the classes below the fourth are on a vernacular basis, the fifth class competing for middle vernacular scholarships. It having been represented that the pupils under the existing arrangement were likely to be weak in English language and literature, the Director of Public Instruction has issued orders permitting English to be taught for two hours every day, wherever such a change could be carried out without detriment to the vernacular studies. The aided schools at Ranaghat and Jungipore have also adopted the vernacular constitution, but the head-masters of these schools are not quite in favour of it, and some of the guardians of the pupils complain that they do not get under it the best kind of instruction that a high school can afford to them. The system is undoubtedly based on correct principles of education, but until these practical objections to it can be met, its extension to high schools generally can hardly be looked for."

116. It has been mentioned that the Bhootea school has this year been ranked among high schools, on the ground that though it sends no pupils to the Entrance examination (owing to its teaching no second language recognised by the University), yet in English, mathematics, history, and geography it is sufficiently advanced to rank in that class. However that may be, there

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distributed thus :—Calcutta 21, Presidency Division 9, Burdwan Division 13, Dacca Division 7, Rajshahye Division 2, Patna Division 8, Bhagulpore Division 3, Orissa Division 1. Some of the best unaided schools outside Calcutta are maintained by native gentlemen of rank or wealth, and charge no fees, such as the Maharaja's schools at Burdwan and Durbhunga; but the great unaided high schools of Calcutta derive from fees alone an income sufficient not only to maintain themselves, but to contribute to the support of the college classes in some cases attached to them. The Metropolitan Institution, with 1,000 pupils in the school department is the largest school in Bengal, and it passed 35 candidates at the Entrance examination. The Free Church Institution, with an attendance of 705, passed 28; and the Presidency school, with 666 pupils, passed 23 candidates. The City school passed 41 candidates, with 645 pupils on its rolls, and the Shampukur branch of the Metropolitan Institution, with 482 pupils, passed 21 candidates. The Jagannath and Pogose schools in Dacca passed respectively 26 and 20 candidates.

124. The extent to which private enterprise in this sphere is carried in Calcutta may be best gathered from the following nominal roll of unaided high schools in the town. The figures of the Government schools for boys are included by way of comparison :—

Name of School.	Number of pupils.	Number of candidates.	Number passed in— First division.	Second division.	Third division.	Total.	Number of scholarships gained.
Government Schools—							
Hare	633	61	19	16	.....	35	5
Hindu	438	79	15	19	6	40	5
Anglo-Persian Department, Calcutta Madrassa.	493	36	1	13	3	17	.....
Sanskrit Collegiate	186	18	2	3	3	8	1
Total ...	1,750	194	37	51	12	100	11
Unaided Schools—							
1. Metropolitan Institution	1,000	45	14	17	4	35	2
2. Free Church Institution	705	46	4	16	8	28	1
3. Presidency School	666	55	9	13	1	23	.....
4. City School	645	63	7	21	13	41	2
5. Oriental Seminary	631	15	6	2	1	9	.....
6. General Assembly's Institution... ...	628	73	3	9	4	16	.....
7. Albert School	582	36	5	6	6	17	2
8. Seal's College (Seal's Free School) ...	495	12	2	2	.....	4	.....
9. Calcutta Training Accademy	463	5	.....	1	2	3	.....
10. Metropolitan Branch	432	41	8	8	5	21	1
11. Calcutta Institution	404	11	.....	2	1	3	.....
12. Mr. Dall's High School	253	4	.....	2	.....	2	.....
13. Simla Bengal Academy	250	2	.....	.....	1	1	.....
14. Shampukur Preparatory	210	5	.....	.....	.....	.....	.....
15. Broughton Institution	162	6	.....	.....	...	.....	.....
16. Royal Academy	135	.....	.....	.....	.....	.....	.....
17. Indian Institution	114	6	.....	1	2	3	.....
18. Church Mission Society's Boarding ...	107	2	.....	1	.....	1	.....
19. Northbrook School	107	4	.....	.....	...	.....	.....
20. Calcutta School	75	4	.....	1	1	2	.....
21. Oxford Mission School	24	2	.....	.....	.....	.....	.....
Total ...	8,088	437	58	102	49	209	8

125. The second languages taken up by the candidates at the Entrance examination are shown in the following statement:—

Entrance Examination, December 1883.

	1882.	1883.
Greek	1	...
Latin	82	93
Sanskrit	1,433	1,690
Arabic	12	9
Persian	92	137
Bengali	427	391
Urdu	33	40
Hindi	38	51
Uriya	15	12
Armenian	4	4
Burmese	...	4
Total ...	2,137	2,431

126. The number of candidates taking up Bengali has again decreased from 427 to 391. As a classical language has to be taken up at the First Examination in Arts, the question has again been raised whether junior scholarships should not be confined to those candidates who have taken up a classical language at Entrance. The difficulty of making up lee-way in two years is so great, that a disproportionate amount of the scholar's time has to be given to the classical language, to the injury of other subjects, and the scholarship is not employed to the best advantage. The question has been referred to Principals of colleges for consideration. The total number of candidates taking up Greek, Arabic, Urdu, Hindi, Uriya, Armenian, and Burmese was only 120, and the Syndicate had to make provision for seven sets of examination papers for the convenience of this small number. If the Bhootea school at Darjeeling were accepted as a high school, Tibetan would probably have to be added to the list.

127. The following table classifies the candidates according to their religion :—

Entrance Examination, December 1883.

Religion.	Number of candidates.	Number passed in the—			Total.
		First division.	Second division.	Third division.	
Hindus	2,139	306	610	229	1,145
Mahomedans	126	12	40	12	64
Christians	113	27	27	9	63
Others	61	16	16	5	37
Total ...	2,439	361	693	255	1,309

Mahomedan candidates have again increased from 108 to 126, and successful candidates from 49 to 64. The number of Christian candidates passing the examination increased from 44 to 63.

128. The following table gives the distribution of junior scholarships awarded on the results of the Entrance examination :—

Distribution List of Junior Scholarships, 1884.

Division.	First-grade scholarships, Rs. 20 a month.	Second-grade scholarships, Rs. 15 a month.	Third-grade scholarships, Rs. 10 a month.	Total.	Number of Scholarshipholders who passed the Entrance Examination in the—		
					First division.	Second division.	Third division.
Calcutta	6	4	9	19	19	.....	.....
Presidency	.....	7	13	20	20	.....	.....
Burdwan	2	6	12	20	20	.....	.....
Rajshahye	.....	6	10	16	11	5	.....
Dacca	.....	6	12	18	18	.....	.....
Chittagong	1	2	6	9	9	.....	.....
Patna	.....	6	11	17*	12	5	.....
Bhagulpore	.....	3	9	12	4	8	.....
Orissa	.....	3	6	9	1	8	.....
Chota Nagpore...	.....	3	5	8	5	2	1
Total ...	9	46	93	148	119	28	1

* One third-grade scholarship was not awarded in the Patna Division.

It may be noted here that while in 1883 only 88 scholarships were awarded to candidates passing in the first division, in 1884 no less than 119 scholarships have been won by candidates of that class. Only one scholarship was awarded to a candidate passing in the third division, against 18 in the preceding year, and that one in the backward division of Chota Nagpore. The advance in the general standard of acquirements among the scholars is therefore eminently satisfactory.

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129. MIDDLE ENGLISH SCHOOLS.—The figures for this class of schools are compared below:—

MIDDLE ENGLISH SCHOOLS FOR BOYS.	1882-83.		1883-84.	
	Schools.	Pupils.	Schools.	Pupils.
Maintained by the Department	9	1,346	7	1,077
Do. municipal boards	.....	.....	1	283
Aided by the Department or by municipal boards	500	32,223	521	34,364
Unaided	145	8,069	124	7,013
Total	654	41,638	653	42,737

N.B.—The figures for 1883 include European schools, while those for 1884 exclude them.

130. The Kurseong school for Europeans having been excluded from the returns, and the Bhootea boarding-school transferred to the high class, the seven Government schools are the Colinga branch school for Mahomedans attached to the Calcutta Madrassa; the model school attached to the Calcutta Normal school; the Rangamati and Bandarban boarding-schools for Mughs and Chukmas in the Chittagong Hill Tracts; the Darjeeling zillah school; the Patna model school; and the Cuttack model school; the last named having made good its claim to be entered in this class by passing a pupil at the middle English scholarship examination. The single municipal school is the model school at Bogra, the cost of which is now paid by the municipality, though it remains under departmental management.

131. Aided schools have advanced from 500 to 521, and their pupils from 32,223 to 34,364. The real increase is greater, as eight schools for Europeans have been transferred to a separate heading. There has been an apparent loss of six schools in Calcutta and of six in the Patna Division; together with a gain of 33 schools in all the other divisions taken together, as shown below:—Presidency Division 15, Burdwan Division eight, Rajshahye one, Dacca three, Chittagong three, Bhagulpore one, Orissa one, Chota Nagpore one. The loss of schools in Calcutta is entirely, and in the Patna Division partly, due to the transfer of European schools to a special list.

132. Unaided schools have declined from 145 to 124. The Presidency Division lost 13, Calcutta one, Rajshahye two, Dacca one, Chittagong three, Bhagulpore three, Orissa three; while Chota Nagpore gained one, and Patna four; the result being a net decrease of 21 schools. Many of these have been transferred to the head of grant-in-aid schools; but a few are of a more or less ephemeral character that have been set up to injure old established institutions, their existence being coincident with the outbreak of hostilities among local factions. Aided and unaided middle English schools may, however, be regarded as forming parts of the same system, since many of the latter exist in the single hope of obtaining a Government grant. Their total number was 645, against the same number last year; but, as I have before stated, European schools which were included in the previous year's returns are now excluded. The result, therefore, is one of gain and not of loss.

133. In the Presidency Division the aided schools have advanced from 89 to 104, and their pupils from 5,791 to 7,182; and this increase is shared by all the districts except Jessore, in which the number is stationary. Unaided schools have declined from 35 with 1,941 pupils to 22 with 1,170. The increase and decrease are explained below:—

In the 24-Pergunnahs the increase of eight aided schools was due to the inclusion of the municipal schools at Dundirhat, Mirzapore, Garulia, Shyamnagar, Monirampore, and Dum-Dum in the aided list; the sanction of grants to Barada, Shalipore, and Gopalnagar schools; and the transfer of the Halishahar middle English school to the high class. The decrease of nine unaided schools is thus accounted for. Nine of the ten schools just named were transferred from the unaided to the aided class; and the disappearance of the four unaided schools at Raipur, Abdulpur, Malancha, and Duttapur has been counterbalanced by the opening of new schools at Maniktala, Kaorapukur, Boodai, and Malajor. In Nuddea the increase of three aided schools is thus explained. Chandipur and Majdia received new grants; Subarnapur middle vernacular and Chuprá upper primary were converted into middle English schools; and the Sutraghur municipal school was transferred from the unaided to the aided list; while Sonadanga was abandoned on the death of the local zemindar, and Refaitpur transferred from the middle English to the middle vernacular list. The loss

of one unaided school was due to the transfer of Sutraghur and Majdia to the aided list, the abolition of Bhaluka and Mamjoan schools, and the setting up of three new schools at Alampur, Baddipur, and Santipur Chaudhripara. Jessore shows no change; but in Khoolna the transfer of Karapara, Chandanpur, and Kumuria from the unaided to the aided list accounts for the loss of three unaided and the gain of three aided schools. The increase of one aided school in Moorshedabad is due to a grant being given to the Jeagunge school.

134. Of 77 aided middle English schools that sent up candidates to the middle English scholarship examination, 61 passed pupils by the middle English and 14 by the middle vernacular standard, so that only two of the competing schools were unsuccessful. These were Garia in the 24-Pergunnahs and Hazrapur in Jessore. The former is a weak school, and the latter suffered from the effects of malarious fever. The total number of aided middle English schools being 104, and 77 of them having competed, there were 27 schools which could prepare no candidates for the examination. The names of these 27 non-competing middle English schools are given below:—

In the 24-Pergunnahs: Gopalpur, Barada, Ghateswara, Mashat, Dhanghata, Rajibpur, Kadihati, Dundirhat, Mirjapur, Garulia, Manirampur, and Dum-Dum. The five last named and Barada and Dhanghata were comparatively new schools; Ghataswara, Mashat, and Rajibpur were in backward places; Gopalpur had a lazy head-master (since removed), and Kadihati had no boys fit to appear. In Nuddea: Majdia, Chuprah Mission, Chandipur, Alamdanga, Belpukur, and Kanchrapara. The three first named are new schools; Kanchrapara suffered from fever, and the two remaining had no boys up to the mark. In Jessore: Basundia, Chhandra, Sundarpur, and Gunganandpur. The last is a new school; Basundia suffered from the ravages of cholera; the two others are small schools which are not successful every year. In Khoolna: Banka Bhabanipur, Kumuria, and Chandanpur. The two last are new schools; and the boys from Banka Bhabanipur were prevented by illness from attending the examination. In Moorshedabad: Arungabad and Jeagunge. The former suffered from a change of staff, and the latter from the laziness of the head-master, who has since been removed. Among the competing schools, the most successful were Nibodhai, Chota Juguli, and Gobindpur in the 24-Pergunnahs; Bhajanghat, Goari Hindu, and Sutraghur in Nuddea; Bongong in Jessore; Khararia in Khoolna; and Eroali in Moorshedabad.

135. In the Burdwan Division there are no departmental middle English schools. Aided schools have increased from 116 to 127, and unaided schools from 12 to 13. The aggregate gain in the number of pupils has been 1,340. The increase of 11 aided schools has been thus brought about. Two new schools and two unaided schools of the preceding year received grants from the Department; one unaided school received a grant from the Howrah Municipality; seven aided middle vernacular were converted into middle English schools; and two schools that had been temporarily closed were reopened. On the other hand, one middle English school was raised to the higher grade, and two schools were closed. Of the unaided schools, one disappeared, five were transferred to other lists by conversion, and in their stead seven new schools sprang up; giving a net increase of one school.

136. The number of schools that competed at the scholarship examination was 99, or 14 less than the number that sent up pupils in the preceding year. The decrease is owing partly to the elevation of some within the last two years to the status of high schools, but chiefly to the circumstance that weak schools with an inadequate staff are unable to teach the standard of the middle English scholarship examination regularly every year. Middle schools, more especially those in outlying places, would be much more successful in their English teaching if we could afford to give them more liberal grants. As it is, they teach the vernacular standard regulalyr, and prepare a few candidates in English also when they can. The following schools were most successful at the middle English examination:—Hoera, Anoor, and Sugandhya in Hugli; Santragachi, Bhanderdaha, and Raspore in Howrah; Ranigunge, Bhaita, Jamna, and Sankhara in Burdwan; Rampurhat in Beerbhoom; Sonamukhi and Kotalpur in Bankura; Panskura and Maisadal (unaided) in Midnapore.

137. Of the schools that failed or did not send candidates to the examination, two, namely, the Ramkrishnapore Bible school and the Joraghat madrassa, do not teach the middle scholarship course, and one, the school

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at Pandua, is an elementary English school, kept up for Mahomedans. Of the remaining schools, 10 had no pupils to send to the examination, two had been temporarily closed and only recently reopened, four failed on account of special causes, five are situated in fever-stricken villages, and two in backward parts of districts; one had no head-master, and eight suffered in consequence of mismanagement or the neglect of teachers. Some of the schools have been placed under better management and, as far as possible, apathetic and incompetent teachers have been removed.

138. In the Rajshahye Division the Government schools declined from four to two, owing to the transfer of the Kurseong European school to a separate heading and the conversion of the Bhootea boarding-school into a high school. Aided schools rose from 50 to 51, and unaided schools declined from 11 to 9. The Bogra model school, though still managed by the Department, is returned as a municipal school. Judged by the examination test, the schools of Bogra, Rungpore, Julpigori, and Darjeeling have improved, while those of the other districts have not maintained their position. The middle English schools which were notably successful are:—The Sarda aided and Loknath unaided schools in Rajshahye; the Sujapur aided school in Dinagepore; the municipal school at Bogra, which was very successful at the vernacular scholarship examination; the Saidpur and Gaibandha schools in Rungpore, both aided; the Chithalia and Pakuria aided schools, and the Parsadanga unaided school, in Pubna; and the zillah school of Darjeeling.

139. Below are given the Government and aided schools which failed at the examination. Those schools which have not yet reached the full standard are omitted:—

Rajshahye	Kasimpur	Competed, but failed.
	Joari	Competed, but failed.
	Tahirpur	Competed, but failed.
	Balihar	Passed the middle vernacular examination.
	Amhati	A new school.
Dinagepore	Mathurapur	Passed the middle vernacular examination.
	Mahadevpur	Competed, but failed.
Bogra	Madla	Ditto.
	Simla	Ditto.
Rungpore	Tushbhandar	No first class.
	Chilahati	No first class.
	Govindaganj	No first class.
	Nilphamari	Comparatively new.
Pubna	Kaibila	Passed candidates at middle vernacular examination.
	Harinabagbati	Passed candidates at middle vernacular examination.
	Pukharipar	Passed candidates at middle vernacular examination.
Julpigori	Jorepukri	Since reduced to a middle vernacular school.

140. In the Dacca Division aided schools rose from 84 to 87, and unaided schools declined from 23 to 22. In Dacca district there has been a gain of one aided school with a loss of 314 pupils. This is the net result of the following changes:—Two of the aided middle English schools of the previous year, Bajrajogini and Dasara, were elevated to the high English standard; two schools, Paralia and Kristapur, were converted to middle vernacular; the European and Eurasian school in Dacca has been omitted, and aid was withdrawn from the school at Agla-Purbapara, the result being a loss of six schools. On the other hand, three middle vernacular schools, Nabagram, Jaymantop, and Sonarang, were raised to this class; and four of the unaided schools of the previous year, Isapura, Teotia, Ghorasal, and Churain, received aid as middle English schools, the result being a gain of seven schools. The heavy loss of pupils is due to the circumstance that the two schools raised to the high English standard, viz., Bajrajogini and Dasara, were the largest middle English schools in the district, while the new schools admitted into the class had a much smaller attendance. The loss of three unaided schools is due to four schools of this class having received aid, and one, Bhorakair, being reduced in status; while two new schools, Rusdi and Kidirpara, were established during the year. In Furreedpore the number of aided schools, 14, remains the same as before, the number of pupils showing a decline from 1,085 to 1,025. There were eight unaided schools in the district, against nine in the previous year. One of the unaided schools of the previous year, Berhanganj, was given up, and two others, Bajitpur and Mokna, were reduced to the middle vernacular standard, while two new schools, Madhabpore and Gohailbari, were added to the class during the year. The number of unaided schools in Furreedpore is large. They were all started in

the hope of getting Government aid, but latterly there has been some delay on the part of local officers which has prevented the grants being sanctioned. In Backergunge the number of aided middle English schools remains the same. The school at Sidhakati was transferred to the middle vernacular, and another, Kulaskati, to the high English class; while the vernacular schools at Barisal and Abhayanil were raised to the middle English standard. A new unaided school was added to the class during the year. In Mymensing the number of aided schools has risen from 18 to 20, and the number of pupils from 1,454 to 1,617. The two new schools are at Noapara and Simulkandi. There were nine unaided schools, against seven in the previous year. Durgapur, formerly a high English school, and Naramdohor, which did not submit returns in the previous year, are now classed as middle English schools.

141. Dr. Martin, the Circle Inspector, is of opinion that no grant should be given to a middle English school which does not impart English education to at least three-fourths of its pupils, on the ground that English classes are often started in villages where an influential man has a few relatives to educate in English, and are abandoned as soon as these boys cease to attend them. The present vernacular constitution of these schools makes it easy for them to revert to the purely vernacular class as soon as the necessity for teaching English disappears. I shall return to this question presently.

142. In the Chittagong Division aided schools advanced from 25 to 28, and unaided schools declined from 10 to 7. The Rangamati and Bandarban Government schools for hill-boys had more pupils than in the previous year. In the Patna Division aided schools declined from 67 to 61, and unaided schools rose from 29 to 33. There is one Government school, namely, the model school attached to the normal school at Patna. In each case of a grant being withdrawn from an aided school, it was due to the failure of the committee to perform its part of the engagement with Government. The Assistant Inspector writes: "The two principal causes at work to prevent the permanence of aided schools are the following. A number of them are established for the personal convenience of one or two influential men, who withdraw their contributions as soon as their ends have been served, and the schools have to be closed. Then there is the indifference of the people to education when dependent on their own exertions; and the prosperity of a school in very many cases fluctuates with the interest taken in it by the subdivisional officer." In the Bhagulpore Division aided schools rose from 28 to 29, and unaided schools fell from 8 to 5. The Bagdohari aided middle English school in the Sonthal Pergunnahs has been classed as middle vernacular, and the Jamalpore European school has been excluded from the returns. One new aided school has been opened at Mathurapore in Maldah; the upper primary school at Monghyr has been raised to the middle English class; and the unaided school at Dilli Dewanganj, in Purneah, has been classed as aided. The result is a gain of one school in the aided class. In the unaided class there is a loss of three schools, which is due to the abolition of Khaira and Shaikpura in Monghyr and of Bhowanipore in Purneah; the transfer of Dilli Dewanganj school, as stated above, to the aided class; and the opening of a new school at Janakipore in Bhagulpore. Hence there is a net loss of two schools. In Chota Nagpore the schools were 15, against the same number of the previous year. In Orissa they were 22, against 24; and in the Orissa Tributary Mehals four, as in the previous year.

143. It will not have escaped notice that a considerable number of schools ranked as middle English throughout Bengal have either failed at, or not competed for, the middle English examination, and therefore may be held not to have justified their inclusion in this class. It will presently be seen that 465 candidates from middle English schools passed the vernacular examination; and it may be inferred that many of these were candidates from English schools who failed in the English paper only, thus securing a vernacular certificate. The schools are therefore doing good work and gradually making their way to a qualifying English standard; and meanwhile no harm is done by conceding to them the encouragement which they derive from ranking in the higher class. On the general question of the value of the present system and the difficulties and prospects of vernacular schools under it, the Assistant Inspector of the Presidency Division remarks that the boys run the risk of not familiarising themselves with English to the extent that is necessary to enable them to pursue a higher educational career with success; and he is inclined to believe that middle English schools are not so strong in English as they were ten

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years ago. On the other hand, these schools have multiplied so fast under the rule authorising them to compete for both middle English and middle vernacular scholarships, that some allowance must be made for their inability to carry on the instruction with equal efficiency in all subjects. No one, moreover, doubts that what is learnt through the medium of one's own vernacular at an early age is not only more easily understood, but more easily retained in the memory. Middle vernacular schools, it has been observed, have a constantly upward tendency, since the managers of these schools are obliged to provide elementary English instruction to the advanced pupils in order to induce them to stay in the school and study the scholarship course, success in which is alone held to justify the continuance of the Government grant. Boys learning English, again, readily pay more fees; and the income of the school being thus gradually increased, its conversion into a middle English school becomes only a question of time.

144. The Assistant Inspector also writes as follows in reference to the misapprehension that occasionally exists as to the character of the teaching imparted in middle English schools:—

"The great majority of Bengali gentlemen of the old school brought up 40 years ago object to the quantity of vernacular reading a boy has to go through in a middle English school, as they honestly believe that English is thereby sacrificed; but a covenanted subdivisional officer in the Presidency Division, in one of his recent visits to a school of this class, recorded remarks which suggested an elimination from text-books of all western ideas and topics, and recommended the limitation of the teaching to what was familiar to every Bengali peasant. To obviate misunderstanding I would quote this officer *in extenso*:—

"'The Sixth Book of Reading and the Moral Class Book are the books read by the first two classes. I do not see how any Bengali school-boy can be expected to understand them, or to take the slightest interest in what they are reading. Solon. Crœsus, Socrates, the Greek philosopher, the Blessed Jesus, such like are the subjects which the Bengali boy knows nothing and cares nothing about, and I know many pleaders and Deputy Collectors who would be hard put to translate some parts of these books into Bengali. It seems to me that some simple books relating to this country, such as 'Bengal Peasant Life' by Lal Bihari De, would be much more profitably read by school-boys.'"

I may explain that the Sixth Book of Reading was compiled by a veteran Bengali educationist with the avowed object of taking Bengali boys through an advanced, but perfectly suitable, course of English reading somewhat below the University Entrance standard; while Chambers' Moral Class Book is one of the most popular reading books in Bengal, conveying, by way of anecdote and story, lessons on the chief points of conduct derived from the lives and actions of good or great men, and in point of difficulty is certainly not above the standard we require in middle English schools. In any stage of reading above the primary we should certainly, as I consider, endeavour to introduce the student to a different range of ideas from those with which he is familiar in the circumstances of his daily life.

145. MIDDLE ENGLISH SCHOLARSHIP EXAMINATION.—The results of the examination are given below. The standard is that of the middle vernacular scholarship examination, with English added as a language only:—

Middle English Scholarship Examination, 1883.

Divisions.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.		
	Government institutions.	Aided institutions.	Other institutions.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private students.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private students.	Total.	Christians.	Hindus.	Mahomedans.
Presidency ...	..	77	1	78	...	191	2	15	208	...	115	...	7	122	...	121	1
Calcutta ...	1	...	1	2	13	..	4	...	17	11	..	3	..	14	...	14	...
Burdwan ...	...	82	3	85	...	236	9	12	257	...	94	4	2	100	...	99	1
Rajshahye ...	2	38	4	44	5	85	16	4	110	3	43	7	3	56	...	49	7
Dacca ...	...	56	4	60	...	128	8	8	144	...	75	5	3	83	...	78	5
Chittagong...	...	16	2	18	...	25	8	3	36	...	13	5	1	19	...	19	...
Patna ...	1	11	2	14	8	31	5	10	54	5	9	1	1	16	12	4	...
Bhagulpore ...	...	15	1	16	...	39	1	6	46	...	14	1	...	15	...	13	2
Chota Nagpore ...	1	6	..	7	1	22	...	...	23	1	12	...	...	13	2	11	...
Orissa ...	1	10	1	12	1	32	3	2	38	1	9	3	...	13	...	12	1
Do. Tributary Mehals ...	...	...	1	1	...	...	2	...	2	...	...	2	...	2	...	2	...
Total ...	6	311	20	337	28	789	58	60	935	21	384	31	17	(a)453	14	422	17

(a) Excluding 28 boys who passed the middle English examination from vernacula schools.

146. It is seen that 337 middle English schools sent up 935 candidates, of whom 453 were successful, in addition to 28 who passed the examination from schools ranked as vernacular. In the previous year 363 schools sent up 894 candidates, of whom 403 passed, together with 24 from vernacular schools. Hence the total number of successful candidates was 481, against 427 of the preceding year. It should be noted that for the last two years a minimum pass-mark has been required in the important subjects of English, Bengali, and arithmetic, and that therefore success at the examination is a better guarantee of sound knowledge than it was under the old system. From each Government school an average of $3\frac{1}{2}$ candidates passed the examination; from aided schools an average of $1\frac{1}{4}$; and from unaided schools an average of $1\frac{1}{2}$.

147. It has just been noticed that 28 candidates passed the middle English examination from vernacular schools; and it will presently be seen that 465 candidates passed the corresponding vernacular examination (that is, the full scholarship standard without English) from middle English schools. It also appears from General Table III that 5,782 boys in middle vernacular schools are reading English. This is not far short of one-tenth of the whole number of pupils (61,702) in middle vernacular schools; and when it is remembered that of all these pupils as many as 37,547 are returned as being in the lower primary stage, where practically no English is ever read, it will be at once obvious how greatly the orders placing the course in middle English schools on a vernacular basis have modified the course of instruction in middle vernacular schools also. From another return I find that these 5,782 boys are reading English in 155 schools classed as middle vernacular, out of a total number of 1,108 schools of that class. Out of 187 middle vernacular schools managed departmentally, 23 teach English; out of 845 aided schools, 115 read English; and out of 76 unaided schools, 17 read English. The proportion is greater among aided schools than among those under departmental management, and greater among unaided than among aided schools; showing clearly in what direction the desires of the people tend. I have in previous reports pointed out that the distinction between middle English and middle vernacular schools tends to become effaced by the gradual passing over of vernacular schools to the English class. But the process of transfer and conversion is an interesting one to watch and record; and I do not propose to destroy the possibility of this by amalgamating the two classes of schools on our returns. A constant process of change is going on: upper primary schools begin to teach the next higher standard, and to be ranked as middle vernacular schools. Of these last, some year by year take up the study of English, and finally make good their claim, by success at the examination, to be ranked as middle English schools; of these last again, some drop the teaching of English from various causes, and fall back for a time into the ranks of middle vernacular schools. These changes should be carefully noted from year to year; for in proportion as they go on with steadiness and regularity, they show the elasticity of our educational system and its suitability to the varying needs of village communities.

148. The process of conversion will be greatly facilitated, and the organisation of the schools strengthened and improved, by the adoption of more stringent rules than it has hitherto been found necessary to prescribe for the classification of English scholars in vernacular schools. In the Resolution of Government on the last report, I was asked to consider this subject. It was pointed out that the option given to the boys of middle schools to take up or abandon the study of English as they wished, English not being a compulsory subject in these schools, necessitated the keeping up of two sets of classes,—one according to progress in the vernacular, and the other according to progress in English. It was suggested that there would be a gain in efficiency if the same set of boys read together both English and the other subjects; subject, however, to the doubt whether such an arrangement would not lead to the extinction of purely vernacular schools. I have no sort of doubt that the proposed arrangement is the right one. The fundamental character of our middle system is that, whether in English or in vernacular schools, the classes are arranged according to progress in the subjects of the vernacular examination.

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It follows as a necessary consequence that the boys in each class who read English should read the same standard in English and not different standards; in other words, that to each vernacular class should correspond a definite standard in English, and that all boys in the class who take up English should read that standard or none at all. Otherwise, the utmost confusion will result, and the work of the school will require additional masters. It is alleged that boys frequently drop the study of English for a year or more; and that when they take it up again, they must join an English class lower than that in which their vernacular class-fellows are reading. Naturally: and the only and sufficient remedy is to prevent a boy from disorganising the school through his caprices. No boy in a vernacular school teaching English is compelled to take up English; that should always remain a matter for his own option. But if he takes up English, we can at least require that he shall take it up systematically; and if he drops it at any stage he must drop it for good, unless he can privately make up his lee-way and keep on level terms with his class-fellows.

149. The figures given above enable us to infer that there is a certain number of middle vernacular schools which by their success in the English portion of the scholarship examination have earned the right to be classed as middle English. Their number is not less than 12; and consequently the total number of middle English schools is greater than that shown at the beginning of this section. Why they still call themselves and are returned as vernacular schools is due to several causes. Sometimes they are not certain about the maintenance of their present status; sometimes they prefer to stick to the designation by which they have all along been known, and by which they have attained to local fame; sometimes, again, there appears to be a lurking fear that if they declare themselves as English schools, their grant may suffer. It is eminently desirable to remove any misapprehension that may exist on the last point. From the date of the issue of the orders in 1878, it has always been understood and declared that (subject to necessary restrictions about neighbouring schools that would be thus placed in competition) every successful vernacular school should be not only permitted, but encouraged, to add an English class, provided the vernacular instruction was maintained in complete efficiency. This is not to substitute one form of instruction for another, but to make a useful addition to what already exists. And when such a school makes good its claim to be ranked as a middle English school, it has every right to apply for an increased grant to meet its (presumably) increased expenditure, this being the basis of our system of grants-in-aid. Such is the general principle, though it is subject to modifications in practice. In the first place, there may be no increase of expenditure. The original theory was that a vernacular school wanting to teach English employed a separate master for that purpose at an additional outlay. But difficulties sometimes arose about the relative positions of the head pundit and the English teacher; and in order to avoid this difficulty many vernacular schools that hope hereafter to teach English have for their head-master a man who has passed the Entrance or the First Arts Examination, and who is perfectly competent to teach the ordinary vernacular subjects with the assistance of a normal school pundit, and also to teach English when the need arises. In such a case there is no need to increase the grant. In the second place, we have to meet that class of cases referred to by Dr. Martin, when the rich man of the village wants English taught in the vernacular school for the sake of his own children, and where, accordingly, English is taught to only a few of the pupils. Such a school, supposing the instruction efficient, would rightly be classed as a middle English school; but it would have no valid claim to an increased grant on account of additional expenditure, the benefits of which are confined to a few. A general safeguard in this class of cases will be provided by the understanding that unless, in a middle school, English is taught to all the pupils in the upper classes (for the lower classes will in no case learn English) as a regular portion of the course, it has no claim to a grant other than as a vernacular school. These two reservations, it will be observed, apply only to the amount of the grant, and do not affect the position that every encouragement should be afforded to vernacular schools, in which the instruction is efficient, to open an English class.

150. MIDDLE VERNACULAR SCHOOLS.—The statistics of these schools for two years are compared:—

	1882-83.		1883-84.	
	Schools.	Pupils.	Schools.	Pupils
MIDDLE VERNACULAR SCHOOLS FOR BOYS.				
Maintained by the Department ...	187	10,872	182	10,313
Ditto municipal boards ...	...	.....	5	737
Aided by the Department or by municipal boards	808	43,482	845	45,661
Unaided	84	4,859	76	4,991
Total ...	1,079	59,213	1,108	61,702

151. There is a net gain of 29 schools and 2,489 pupils. Government schools show a decrease of five, which is thus explained. In the Dacca Division one upper primary school was raised to the middle standard, and two Government middle schools were transferred to the management of municipal boards, the result being a decrease of one school under this head. In the Rajshahye Division the Bogra sudder school has been taken over by the municipality, and with its funds two new schools have been started; thus giving an increase of two schools. The Patna Division shows a decrease of four schools; two having been temporarily closed, and two others transferred to the management of municipal boards. Chota Nagpore shows a decrease of one school, temporarily closed on transfer to a new locality; and a similar decrease is caused in Orissa owing to change of class. The gain of 37 aided schools is thus accounted for: the Presidency Division gained 25; the Burdwan Division 12; the Dacca Division 1; the Chittagong Division 19; the Bhagulpore Division 2; the Orissa Division 1; while, on the other hand, the Rajshahye Division lost 6; the Patna Division 17, and the Chota Nagpore Division 1. Unaided schools decreased from 84 to 76. The Dacca Division gained 6, and the Bhagulpore Division 1, while the Presidency Division lost 5; the Burdwan Division 3; the Rajshahye Division 1; the Chittagong Division 1; and the Orissa Division 3. Several of the unaided schools of some standing have been transferred to the head of aided schools, and the weakest of them appear to have been either abandoned or reduced to the upper primary standard. The heavy loss reported from the Patna Division is due to a more rigid classification of schools, under which weak schools have been reduced to the primary class.

152. Attention has been drawn during the year to the present condition of the 101 vernacular schools, known as Hardinge schools, which were established in 1844 throughout the provinces of Bengal, Behar, and Orissa; and in the Government orders of the 24th July 1883 I was asked to notice them fully in my annual report. The history of these Hardinge schools is not without interest. It is summarised as follows in the report of the Bengal Provincial Committee:—"Reports of them in greater or less detail were submitted annually by the Board of Revenue, under whom they had been placed. The reports prove that the sites for the schools had been selected with judgment; that the district officers mostly took interest in their progress; that they were, as a rule, visited during their cold-weather tours. Yet the schools declined. The Board of Revenue declared their unwillingness to give up the schools as long as they had the least vitality." The cause of the decline of the schools, as stated in the reports of district officers, may be summed up in the following words of one of the Commissioners:—"There is not a village in Bengal in which the people cannot get their children taught Bengali and arithmetic. They do not like to send their children to distances from home, or to pay higher fees for what they can get at their doors. English they value. They ask for it, and will pay for it." It appears therefore that the few vernacular schools started by Government found their places already occupied. In other words, though the Hardinge schools were in their own line far superior to the indigenous schools of the country, they were not better in the direction which the people desired. They met with various fortunes, throve or declined,

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were transferred to more promising localities, and finally in many cases died out. In 1855 their number had fallen to 26. In the two following years a fresh attempt was made, after the receipt in this country of the Education Despatch of 1854. The despatch provided (paragraph 61) for "the establishment, temporary support, and management of places of education of every class in districts where there is little or no prospect of adequate local efforts being made for this purpose, but where, nevertheless, they are urgently required." In pursuance of this policy, and with the special object of raising the standard of primary education, model vernacular schools (or 'Halliday' schools, as they were sometimes called) were established, "in the more backward districts in order to accustom people to the idea, and awaken them to the advantages, of mental enlightenment, and in the more advanced districts, in order to show the people how their own schools might be improved and their children taught what would be of real use to them in after-life" (Director's Report for 1856-57). Middle vernacular scholarships to the number of 320, of the value of Rs. 4 a month each, were created with the object of enabling the best pupils of vernacular schools either to proceed to the zillah school to learn English, or to join a normal school as pupil-teachers. The Government schools of both classes, Hardinge and Halliday, rose in 1862-63 to 175, a number at which with trifling variations they have ever since remained. The Government schools have thus been regarded partly as models and examples for the guidance of grant-in-aid schools in their neighbourhood, and partly as "pioneers" intended to prepare the way in backward places for the establishment of aided schools.

153. In this way they have been so often transplanted from place to place, that it is very difficult at the present day to discover where they were originally started, and which of them were Hardinge vernacular and which Halliday model schools. In the Presidency Division the only Hardinge schools which retain traces of their origin are four, namely, Saidabad and Kandi in Moorshedabad, Srikol in the 24-Pergunnahs, and Dariabad in Jessore. Those at Saidabad and Srikol are strong and successful schools. In the Burdwan Division there are three schools known to belong to this class; the Midnapore Hardinge school, the Tantipara school in Beerbhoom, and the Matgoda school in Bankoora. The first two are prosperous schools; the last has only lately been removed to its present locality, and has not yet reached the middle vernacular standard. In the Rajshahye Division the only Hardinge school is the Bogra model school, now maintained by the municipality, though still managed by the Department. As a vernacular school, it is one of the best of its class in the division; but it has not yet attained to much success in teaching English. In the Dacca Division the only school of the class is the Hardinge school at Mymensingh, which is one of the most successful vernacular schools in Eastern Bengal. An English class was opened in it in 1881, and it now has 262 pupils on its rolls, of whom 165 read English. The school is still managed by the Department; but the charges hitherto borne by the State have now been transferred to the municipality, which contributed Rs. 735 towards its support in 1883-84 out of a total expenditure of Rs. 3,652. In the Chittagong Division no separation can be made between the Hardinge and other Government vernacular schools. In Behar none are known to have survived. Of 16 Government vernacular schools in Chota Nagpore, 12 were transferred from other districts in 1867 and four in subsequent years. It is not known which of the grants were originally made under the orders of 1844. The Assistant Inspector writes:—"With the exception of two institutions which were opened in well-populated towns, all these schools were located in backward places, inhabited by poor and ignorant people, who were neither aware of the advantages of school education, nor in a position to render any help in the management of the schools. Most of the institutions were, in fact, meant to be pioneer schools." In Orissa there are 15 Government vernacular schools, eight of which are situated in Khas Mehals. There is no information to show which of them were Hardinge schools. All the Khas Mehal schools and four of the others are situated in out-of-the way places, where grant-in-aid schools cannot be established; and the Joint Inspector maintains that Government cannot retire from their management without endangering their very existence.

154. The foregoing account serves to show that of the 182 Government vernacular schools now existing in Bengal, a few are advanced and flourishing institutions in populous places, while the great majority are situated in backward parts as pioneer schools. But the opinion has long been growing with me that the new development of primary, and especially of upper primary, schools has entirely altered the position of these model schools in our general educational system. I therefore take this opportunity of expressing my views at length on what I conceive to be the true relation of middle and upper primary schools.

155. The orders of 1877 constituting middle English schools on a vernacular basis were intended, as has been frequently pointed out, to have a twofold result. In the first place it was intended to improve and consolidate the teaching in middle English schools, so that those pupils (and they were the majority) whose education went no further should at any rate receive sound instruction in their own vernacular, whatever their English acquirements might in addition be. But in the second place it was hoped that, by this assimilation of the constitution of English and vernacular schools, a constantly increasing number of the latter would be encouraged to add an English class, and in course of time, when they were sufficiently advanced, be definitely converted into middle English schools. *Per contra*, when the resources of a middle English school fell off, it might for the time drop its English class and wait for better days, thus becoming a middle vernacular school instead of perishing utterly. This mutual convertibility of English and vernacular schools was greatly helped by the scholarship rules of 1882, which allowed candidates from all middle schools, whether styled English or vernacular, to compete for English and vernacular scholarships indifferently, and which provided that a candidate for an English scholarship (*i.e.*, who attempted the English paper in addition to the others) might, if he failed in that subject, and did sufficiently well in the rest, be still eligible for a vernacular scholarship. The rules allowed a similar freedom to candidates for the English or vernacular certificate.

156. There is therefore now no reason whatever why strong middle vernacular schools should any longer content themselves with teaching the vernacular only. They lose nothing by adding English classes, either in the matter of instruction (for the vernacular teaching is still secured to the same standard as before), or in the matter of scholarships (since they are eligible not only for vernacular scholarships as before, but for English scholarships in addition). Indeed, so useful in these days is an elementary knowledge of English to all who receive instruction above the primary standard, and so easy has the process of conversion been made, that the time appears to have come when the following principle may rightly be adopted. Every middle vernacular school of standing should aim at adding an English class, and at finally becoming a middle English school. If, on the contrary, a purely vernacular education is all that the circumstances of the place require, then the upper primary standard seems to be in general sufficient for its needs In fact, the recent development of primary education, with its numerous and rapidly increasing upper primary schools, has greatly modified the relation of middle vernacular schools to the general system of instruction. If these schools are becoming less important in one direction—since upper primaries are spreading into all the advanced villages, and taking the place which middle schools have heretofore endeavoured, however partially, to occupy—in another their importance is increasing, because they can now be made an easy means for spreading more widely an elementary knowledge of English.

157. The bearing of these remarks on the subject of Government vernacular or model schools will now be obvious. When primary schools were few, the theory of the Government model schools was that they were to be planted in backward parts until they had paved the way for aided schools to succeed them, and then be transplanted to parts still more backward to repeat the same process. But now the "backward parts" of the middle region of education are being invaded and overrun by the advanced schools of the primary system. We must therefore look to some other destination for our Government model schools. In accordance with the foregoing considerations, the most useful and fitting employment for them appears to be that they should do for middle education what zillah schools have all along done for higher.

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That is to say, each Government middle school should be a model of middle education in its best form and to its highest standard, including both English and vernacular. Consequently, the proper locality for such a school would appear to be, not the most backward, but the most advanced village—short always of its being already so advanced as to maintain in thorough efficiency a school of the same or of a higher class. A Government school may therefore be properly placed in any village which, after successfully supporting a purely vernacular school, is now ripe for the introduction of English, and is willing to pay for the additional expense which an English school involves. For it will be essential to the successful working of this principle that the Government contribution should be limited to its present amount, generally Rs. 25 a month, and no additional grant will be asked for on this account. Only, instead of forming, as hitherto, the chief portion of the school's resources, the Government grant will henceforward, in the circumstances I have described, constitute only a small part of those resources Thriving and prosperous villages will in fact compete with each other for the establishment of a Government school in their midst; and the school will be given to the village which bids highest—in other words, which offers the best house and furniture, and guarantees the largest contribution from fees and subscriptions, so as to allow of the Government grant being placed out to the best advantage in the maintenance of a strong and efficient middle-class school. Under the theory which has hitherto prevailed, and which with the present advance of upper primary schools is rapidly becoming obsolete, model schools have often been experimentally established in places where there is no effective demand for middle education, and where, therefore, the Government grant has not been laid out to the best advantage. Drawbacks of that kind are necessarily incident to the existing system, but will disappear with the adoption of the alternative method above described. Where a middle school now fails, an upper primary school may well succeed, and may in time be again replaced, with fairer prospects of success, by a middle vernacular school maintained (as most of this class will be under the grant-in-aid rules,) and perhaps destined in its turn to be developed with the general advance of education into a middle English school. The question which constantly perplexes educational officers when a model school grant has to be transferred, namely, whether a given village is advanced enough to justify the establishment of a middle school, will therefore no longer arise. In a village which is backward enough to admit of such a doubt, an upper primary school would appear for the present to be amply sufficient; and any future rise of standard will be determined by ordinary causes, such as the circumstances of the village itself and the influence upon the school of competition with neighbouring schools of a similar class.

158. It may be objected that by thus placing Government schools no longer in the most backward, but in comparatively advanced places, we are bestowing the advantage of departmental management on those places which are best able to do without it and to conduct their own scholastic affairs. This is undoubtedly true; but it is true under such conditions as to remove all reasonable objections to it. In the first place, as regards finance, the Government school will be established in that village which offers the most liberal private contributions in aid, and thus its establishment will conform to the salutary principle of helping those who are most willing to help themselves. Secondly, as regards control, the objection is a valid one as far as it goes; but the plan proposed is justified by considerations of a wider kind. It is admitted that the middle schools are now the weakest part of our educational system. In selecting a few comparatively prosperous villages—four in a district on the average—as the sites of Government middle schools, it is hoped and intended that, with all the advantages of departmental control in point of organisation and discipline, these schools will become *pioneer* schools in a different sense from that hitherto attached to them; that they will show the way, not merely to the inhabitants of the villages in which they are placed, but to all the schools of the district. This is what zillah schools have done for the upper section of secondary education, and what Government model schools may hereafter do for the lower section. They will thus come back to, and in the most complete way fulfil, the objects with which they were originally started. They will establish and maintain the highest possible standard of education

through the vernacular, and they will show what moderate standard of English can be usefully added thereto. The example they will thus set, and the aid and stimulus they will thereby afford, to all middle schools seeking to improve their status in vernacular as well as in English instruction will do far more for the progress of middle education than could ever be effected by their establishment on a humble scale in villages whose needs will be sufficiently answered by schools of the upper primary class.

159. Any changes that may be made in pursuance of the foregoing principles should of course be carried out very gradually and with great caution. They might be at once applied to any model school grants that are set free in the ordinary course. But no immediate revolution of the existing system should be attempted. In places where model schools already exist, and which seem to promise good results from the change, the inhabitants may be encouraged to add an English class without any increase in the grant. This has already been done in a few instances, and the example might be usefully followed. It has already been shown that English is read in 23 Government schools returned as middle vernacular. But in the case of those schools which teach, and are likely for the present to teach, no English, definite action need not be taken. They will learn what the purpose of model schools is henceforward to be, and that knowledge may in some cases supply the requisite incentive; but in other cases, especially those schools which are doing useful work and teaching efficiently the middle vernacular standard, they may be left to themselves. Hereafter they may be replaced by aided schools teaching to the same standard, or, if they finally fail to maintain their position, by upper primary schools. But it will be essential to bear in mind that in no case should a model school be taken away from a village without adequate provision being made for replacing it by one more suited to the requirements of the place.

160. Similar considerations apply to aided middle schools, in which it has been seen that English is still more frequently read. I have already stated that many aided middle vernacular schools might even now be more properly returned as middle English; and I have expressed the belief that some are prevented from so returning themselves by the fear of losing their grant. Pains should be taken to dispel that apprehension. No school, I repeat, will lose its grant by reason of its teaching not only all that it undertook to teach, but more besides. On the other hand, those aided schools that are content with the vernacular standard, and teach it efficiently, need not be interfered with. The obligation to leave them in possession of their grants so long as they continue to deserve them under the original conditions is even stronger in the case of aided than in that of Government schools. It is only necessary to remove all obstacles, real or imagined, to the teaching of English, and the growing demand for English instruction will do the rest to the utmost extent that is really required.

161. Nothing in the preceding observations is affected by recent orders relating to the transfer to municipalities of the charge of schools situated within their limits. Some of the model schools now existing are situated in municipalities: it may be expected that some of the prosperous villages in which model schools may hereafter be established will also be municipalities. But the only general orders that have yet been issued by Government relate to the transfer to municipal bodies of the charges hitherto borne by Government for model schools; the control of those schools is still retained in the hands of the Department. There is little doubt that at some future period the control of many of the schools will be transferred to the municipal bodies which help to maintain them; but it is also probable that each such case, whether of middle or of high schools, will be decided on its individual merits. The same considerations apply to the transfer of schools to district or local boards. In all such cases it is provided that the boards or municipalities shall be governed, as regards education, by such rules as the Lieutenant-Governor may from time to time prescribe. Consequently, the rules of the Education Department (subject of course to any necessary modifications) will remain in force after such transfer: and the policy of the Department in this or any other matter will not necessarily be affected by the probability of any such transfer being made.

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162. The following table gives the results of the middle vernacular scholarship examination :—

Middle Vernacular Scholarship Examination, 1883.

Divisions.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.			
	Government institutions.	Aided institutions.	Other institutions.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private institutions.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private institutions.	Total.	Christians.	Hindus.	Mahomedans.	Others.
Presidency	12	133	5	150	43	363	14	37	457	25	230	10	17	292	...	283	9	...
Calcutta	1	5	2	8	10	41	3	1	55	10	38	3	1	52	...	51	1	...
Burdwan	20	117	4	141	86	362	11	93	552	59	189	4	21	273	...	268	5	..
Rajshahye	18	74	10	102	60	223	24	30	337	28	77	5	8	118	...	76	42	...
Dacca	11	180	13	204	61	512	40	110	723	44	245	14	33	336	1	319	16	...
Chittagong	6	53	...	59	20	202	...	60	282	15	108	...	16	139	...	117	20	2
Patna	30	40	14	84	133	92	31	235	491	52	27	11	26	116	99	17	...	...
Bhagulpore	19	32	2	53	65	71	4	408	548	23	15	1	12	51	...	36	15	...
Chota Nagpore ...	10	17	...	27	28	49	...	9	86	12	23	...	6	41	3	34	2	2
Orissa	14	22	1	37	68	77	1	20	166	34	47	1	8	90	1	86	3	...
Do. Tributary Mehals.	2	...	4	6	11	...	10	2	23	8	...	3	2	13	...	12	...	
Total ...	143	673	55	871	585	1,992	138	1,005	3,720	320	999	52	150	(a)1,521	104	1,299	113	5

(a) Excluding 465 boys who passed the vernacular examination from 234 middle English schools, and 45 boys from the vernacular departments attached to four high English schools.

163. Out of a total of 1,079 middle vernacular schools existing at the beginning of the year, 871 sent 3,721 candidates to the examinations, of whom 1,521 were successful, in addition to 510 candidates passing from middle English schools or from the vernacular departments of high schools. Hence the total number of successful candidates was 2,030, against 1,888 of the preceding year. Since middle vernacular and middle English schools are now eligible for both classes of scholarships and certificates, it will be useful to show as under the combined result of the two examinations:—

1882-83.

Class of Schools.	Number of candidates.	Passed at the M.E. Examination.	Passed at the M.V. Examination.	Total passed.
Middle English	894	403	242	645
„ vernacular	3,936	24	1,646	1,670
Total ...	4,830	427	1,888	2,315

1883-84.

Middle English	935	453	510	963
„ vernacular	3,720	28	1,521	1,549
Total ...	4,655	481	2,031	2,512

It appears therefore that though the number of candidates was smaller than in the previous year, a much larger number passed by each standard, showing that the candidates as a body were much better prepared.

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164. The statistics of primary schools of all classes for native boys for the last two years are compared in the following statement:—

Upper Primary Schools.

	1882-83.		1883-84.	
	Schools.	Pupils.	Schools.	Pupils.
Under Public Management—				
Maintained by the Department	19	624	20	655
Ditto municipal boards	.....	.....	28	780
Under Private Management—				
Aided by the Department or by municipal boards	2,089	74,216	2,355	86,987
Unaided	106	3,589	61	2,383
Total ...	2,214	78,429	2,464	90,805

Lower Primary Schools.

Under Public Management—				
Maintained by the Department	8	184	12	297
Ditto municipal boards	.....	.....	2	51
Under Private Management—				
Aided by the Department or by municipal boards	55,943	9,60,259	56,879	1,019,025
Unaided	4,386	56,039	4,359	54,531
Total ...	60,337	1,016,482	61,252	1,072,904
GRAND TOTAL ...	62,551	1,094,911	63,716	1,164,709

165. There is thus a total increase of 1,165 primary schools for native boys, and of 69.798 pupils. The schools have increased from 62,551 to 63,716, or by 1·8 per cent., and their pupils from 1,094,911 to 1,164,709, or by 6·4 per cent. As before observed, these figures show that existing schools have become better attended. The increase of pupils is most marked in the Dacca Division, which adds 30,000 pupils; in Rajshahye, which adds 19,000; and in Patna and the Presidency, with additions of 15,000 and 10,000 respectively. In each of the other divisions there is an increase of from 1,000 to 5,000 pupils, except in Chittagong which shows a decrease of 17,000. The changes in the number of schools are of a similar kind. Dacca heads the list with an increase of 1,157 schools, and Rajshahye with 923; Patna and the Presidency following with 625 and 367 additional schools. In the Chittagong Division there is a recorded loss of 1,225 schools, and in the Burdwan Division of 486, accompanied in the latter case by an increase in the number of pupils. Bhagulpore Division shows a decrease of 200 schools. The losses and gains in the other divisions are trifling.

166. In all recent years there has been an increase of 6,000, 8,000, or 10,000 schools a year. In 1883-84 the increase, as we have just seen, is less than 1,200. In only four divisions has there been any considerable addition to the list of schools, and in two there has been a marked diminution of the number. The explanation of this striking change is to be found in the discouragement which was given, in the Government Resolution on the last annual report of this Department, to the further search for indigenous schools beyond the range of effective supervision. "It is not," the Lieutenant-Governor observed, "his wish to discourage the establishment of new schools in districts where their number is still small in comparison with the extent of country and population; but there can be no doubt that in many districts the development of the system of primary education has already reached, if it has not in some actually exceeded, the limit compatible with sound administration; and it is desirable that in these districts there should be no further extension for some years. The consolidation and improvement of existing schools," it was added, "should now be the main object of local officers, and the search for old indigenous schools should be generally abandoned." The relations of local officers

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towards indigenous schools were by these orders sensibly changed. In former years no school was too humble, no group of pupils gathered together for a few months too insignificant, to be entered in the returns. The object was to find out by detailed inquiry all the existing means of instruction, with the object, or at least in the hope, of improving them hereafter. The necessary result was that the number of schools on the returns far outgrew the limits of efficient inspection, even with all the aid that could be derived from subordinate agencies of various kinds. Under the limitations now set, the search for additional schools has been in a great measure laid aside. In some parts of the country, long known or believed to possess a large number of unregistered schools which were gradually being brought to light, the same process of discovery has gone on during the past year. In other parts, hitherto distinguished above the rest for the abundance of their schools, a distinction has now for the first time been made, with the result of excluding from the returns a large number of schools which have but few pupils, or which do not sit regularly throughout the year.

167. The following statement shows the proportion of boys actually at school in some of the districts as compared with the number of males of school-going age. I assume, as in previous years, that the boys of school-going age form 15 per cent. of the male population, as in England. The district which took the first place in 1882-83 was Tipperah, which returned 75 per cent. of its boys as being at school. Noakhally returned 70 per cent.; Calcutta, Hooghly, and the 24-Pergunnahs each 52 per cent.; Burdwan, Midnapore, Howrah, Chittagong, and Balasore 50 per cent.; Dacca, Backergunge, Bankoora, and Cuttack 40 per cent. The districts at the bottom of the list were Purneah, Hazaribagh, and Lohardugga, with about 9 or 10 per cent. of the boys at school. The returns for the year under report show that the first place is occupied by Noakhally, with 66 per cent. of its boys at school. Tipperah comes next, with 62·5 per cent.; the third place is assigned to Hooghly, with 55·6 per cent.; and Howrah is fourth, with 52·6 per cent. The districts of Burdwan, Midnapore, the 24-Pergunnahs, Backergunge, Chittagong, Cuttack, and Balasore show a percentage of between 43 and 45; while Bankoora, Dacca, Khoolna, Furreedpore, Mymensing, Beerbhoom, and Pooree have between 28 and 36 per cent. of their boys at school. Pubna, Patna, Singbhoom, and Jessore follow with 23 and 27 per cent; and Nuddea, Moorshedabad, Rajshahye, Shahabad, Monghyr, and Maldah with 18 to 20 per cent. The districts lowest in the scale are Jalpaigori, Darjeeling, Hazaribagh, and Lohardugga, with between 8 and 10 per cent.

168. An additional grant of a lakh of rupees for primary instruction, raising the total grant under this head to Rs. 7,00,000, was sanctioned by Government for the year under report; but the district officers succeeded in spending only Rs. 6,48,480. In addition to this, there are other primary schools for boys supported from the grant-in-aid allotment and the circle grant; and there are also 1,775 primary schools for girls, with 31,609 pupils. The total expenditure on aided primary education amounted to Rs. 6,67,330, against private expenditure to the amount of Rs. 19,54,000. The total number of aided primary schools is 60,932. These figures give an average income of Rs. 43 a year (including Rs. 11 from Government) for each pathsala guru. As it is known that a village guru does not generally get less than Rs. 6 or Rs. 7 a month, it is clear that the amounts returned as private contributions do not include payments in kind or in food and lodging, and that the value of these indirect payments is little short of the fees shown in the returns.

169. An analysis of the return of primary grant expenditure shows that 1,607 schools, with 47,893 pupils, were aided by stipends only, amounting to Rs. 52,428 for the year, the average Government expenditure upon each school being about Rs. 33; that 5,462 schools, with 166,160 pupils, were paid Rs. 1,59,195 in stipends and Rs. 49,786 in rewards and other payments, or a total of Rs. 2,08,981, being at the rate of Rs. 38 a school; and that 47,821 schools, with 810,729 pupils, received in rewards alone Rs. 3,12,891 in all, or at the rate of Rs. 6½ for each school. There were also 5,587 schools, with 83,804 pupils, which received Rs. 12,162 in sundry little payments, without sending pupils to any departmental or local examination. The average payment to each of these schools was a little above Rs. 2 a year, mainly for

keeping attendance-registers and submitting annual returns. These schools may be regarded as being in a stage intermediate between the purely indigenous schools and those that have regularly accepted the departmental standards of examination. A sum of Rs. 1,338 was spent in like manner on indigenous schools. Miscellaneous expenditure amounted to Rs. 60,680; distributed among payments to chief gurus for the inspection of subordinate pathsalas (Rs. 19,385), prizes (Rs. 18,281), printing and contingencies (Rs. 7,307), contributions to circle and model schools (Rs. 4,360), grants for houses and furniture (Rs. 5,264), special primary scholarships (Rs. 2,530), and other smaller charges. The following summary repeats the main heads of expenditure:—

	Rs.
To stipendiary schools	2,61,409
„ non-stipendiary schools	3,25,053
„ indigenous schools	1,338
„ other payments	60,680
Total payments ...	6,48,480

170. Attention has often been drawn to the fact, and it has been made a subject of complaint, that the primary grant is distributed among the different districts with no very close regard to the number of schools or pupils to be aided. This is true; and it results from various causes, chiefly the very unequal development of primary schools in past years in different parts of the country. But now we are approaching the limit of expansion; and in the successive distributions that have been made since 1880, when it was decided to increase the primary grant from four to five lakhs, attempts have been made to reduce the inequality. Of course, it is not merely the number of schools and pupils, but also the progress they have made, which constitutes a claim to an increased assignment; and both elements have to be taken into account in fixing the distribution. The point may be illustrated by a comparison of the number of schools and pupils in the different divisions of Bengal, with the allotment made to each for primary education in 1883-84 and in 1884-85. The figures are given in the following statement:—

Division.	Schools.	Pupils.	Grant for 1883-84.	Grant for 1884-85.
			Rs.	Rs.
Presidency	4,911	145,795	83,000	96,000
Burdwan	10,034	217,265	1,03,000	1,26,000
Rajshahye	3 468	82,215	70,000	76,000
Dacca	10,127	216 316	86,000	1,00,000
Chittagong	6,438	143,002	55,000	70,000
Patna	11,950	147,132	1,10,000	1,15,000
Bhagulpore	7,327	88,497	65,000	70,000
Chota Nagpore	1,214	36,174	43,000	49,000
Orissa	8,939	105,489	55,000	61,000

Regard being paid to the number of pupils alone, it appears that the Rajshahye, Patna, Bhagulpore, and Chota Nagpore Divisions already had more than their share of the allotment, and to the grants of those divisions the smallest additions have consequently been made. The grants made to the Presidency, Burdwan, Dacca, and Chittagong Divisions were below the numerical proportion, and these divisions have accordingly received the largest share of the increase. Then, again, the Burdwan Division is far more advanced in its primary schools than the Dacca Division, and consequently receives a larger allotment for the same number of schools and pupils. The schools of the Rajshahye and Chota Nagpore Divisions are among the most advanced, and those of Chittagong and Orissa among the most backward in point of progress; and hence the latter appear to suffer in the amount of their allotments by comparison with the former. These considerations suffice to show that the distribution of the primary grant with due regard to the circumstances of each division and district is by no means an easy task; but it may at any rate be said that the different circumstances are taken into full account, and that though the distribution is as yet by no means perfect, yet a further approach to equality is made at each fresh allotment.

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171. *Upper Primary Schools.*—We have seen that the schools of this class have advanced from 2,214 with 75,420 pupils, to 2,464 with 90,805 pupils, giving an increase of 250 schools and more than 12,000 pupils. This increase is found chiefly in the divisions of Burdwan, Dacca, and Bhagulpore; but all the divisions have shared in it except Chittagong and Rajshahye, which show a very small decline. The existing schools are distributed as follows. The Burdwan Division heads the list with 518 schools; then come the Presidency and Bhagulpore Divisions, each with 370; Dacca has 273; Patna 258; Rajshahye 228; Orissa 203; Chittagong 120; and Chota Nagpore 63. Calcutta has 8 and the Orissa Tributary Mehals 53. The proportion of upper primary schools to the whole number is 8½ per cent. in the Presidency Division and 7½ per cent. in Calcutta; next come Rajshahye with 6½ per cent., and Chota Nagpore, Burdwan, and Bhagulpore with about 5; Dacca has 3, and the rest of Bengal 2 or 2½. The divisions in which the proportion is highest are precisely those in which, under systems previous to that of 1872, the improvement of indigenous pathsalas had been most actively undertaken. The standard and tradition of education have survived in these places, even though some of the schools may have disappeared; and consequently it has been easier to establish or re-establish them in such places than in those in which no such measures of improvement had been undertaken. The proportions given above show to what parts of the province special attention has now to be given.

172. Out of 63,716 primary schools of all classes, it appears that 2,464 have reached the upper primary standard; in other words, that there is one upper primary school for every 25 lower primaries. It is clear to me that we ought by no means to rest satisfied with so small a proportion. At no distant day we ought to find something like 5,000 schools reading the upper primary course, giving a proportion of one school of this class to 10 or 12 of a lower standard. In past years the development of a lower into an upper primary school has often received a check, owing partly to a belief that upper primary schools belonged to the secondary system, and to a reluctance to appropriate to such uses money reserved for primary education, and partly to the fear entertained by local officers that as soon as the change was made, the teacher would confine his attention to the advanced pupils and neglect the lower classes. The existence of a traditional and well-understood monitorial system, and the guru's knowledge of the fact that the lower school pays in the long run, are circumstances which should go far to remove this last objection; while the recognised duty of providing every boy, so far as circumstances will admit, with education of the best kind suited to his station in life, is now seen to be fatal to the first.

173. The results of the upper primary scholarship examination for boys are tabulated below for each division:—

Upper Primary Scholarship Examination for Boys, 1883.

Division.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.			
	Government institution.	Aided institutions.	Other institutions.	Total.	Government institutions	Aided institutions.	Other institutions.	Private students.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private students.	Total.	Native Christians.	Hindus.	Mahomedans.	Others.
Presidency ...	3	187	4	194	9	426	14	5	454	3	185	7	3	198	...	189	9	..
Calcutta ...	...	1	..	1	...	4	.	...	4	...	3	...	...	3	...	2	1	...
Burdwan ...	...	308	2	310	...	879	...	114	993	...	644	...	60	704	...	692	12	...
Dacca ...	2	152	5	159	5	383	12	37	437	1	150	...	4	(a) 155	...	140	15	...
Chittagong ...	...	63	7	70	...	152	8	49	209	...	61	1	5	(b) 67	...	51	13	3
Rajshahye ...	...	138	1	139	...	319	3	3	325	...	134	1	2	(c) 137	...	79	58	...
Patna ...	...	185	4	189	...	413	7	30	450	...	127	5	9	141	...	131	10	.
Bhagulpore ...	2	197	...	199	8	470	...	27	505	5	128	...	3	136	...	113	20	3
Chota Nagpore ...	4	42	...	46	16	100	...	37	153	10	55	...	19	84	...	70	2	12
Orissa ...	6	130	1	137	12	337	5	13	367	10	249	1	12	272	3	265	4	...
Orissa Tributary Mehals ...	9	.....	12	21	21	.....	37	...	58	20	.....	28	...	48	...	48	...	...
Total ...	26	1,403	36	1,465	71	3,483	86	315	3,955	49	1,736	43	117	1,945	3	1,780	144	1

(a) Excluding 392 boys who passed the upper primary scholarship examination from 188 middle schools.
(b) Excluding 147 boys who passed the upper primary scholarship examination from 78 middle schools.
(c) Excluding 76 boys who passed the upper primary scholarship examination from middle chools

174. The foregoing table shows the success of the pupils of upper primary schools at the upper primary scholarship examination, successful candidates from the lower departments of middle schools being for the first time separately shown in a footnote. These last number 615, or about 25 per cent. of the total number passed. If these be added to the 1,945 successful candidates from upper primary schools, the total number of successful pupils becomes 2,560, against 2,286 of the preceding year. The exclusion of middle schools from the table also explains the apparent reduction in the number of competing schools and candidates, which in the previous year was 1,674 and 4,255 respectively. I should explain that the award of upper primary scholarships is confined to the pupils of upper primary schools; middle school candidates, if successful, being granted pass certificates only. The table further shows that out of 2,214 upper primary schools returned in March 1883 only 1,465 competed at the examination of the following December. There is, therefore, a large number of schools which, though ranked as upper primary by reason of their reading the corresponding course, have not yet made good their claim by passing pupils at the examination. I see no objection to giving a promising school the encouragement of inclusion in the class for which it is qualifying; but this rule should be applied with discretion, and the margin of 750 non-competing schools appears to me to be too wide. These facts point to the necessity of paying increased attention to the upper primary schools, as being by no means the least important part of the primary system; and now that they are fully understood and recognised as belonging to that system, there should be no room for the feeling that to aid and improve them tends in any way to injure the lower primaries. I shall return presently to the consideration of special proposals that have been made for the improvement of this class of schools.

175. *Lower Primary Schools.*—These schools have increased from 60,337 to 61,252, and their pupils from 1,016,482 to 1,073,904; the Presidency, Rajshahye, Dacca, and Patna Divisions, and Calcutta and the Orissa Tributary Mehals showing a large increase, and the Burdwan, Chittagong, and Bhagulpore Divisions a marked decline. The decrease in Orissa and Chota Nagpore is small. The disappearance of a large number of pathsalas from the returns of the Burdwan Division is due to the loss of 523 schools in Bankoora and of 252 in Midnapore, which could not be made up by the gains in other districts. The Magistrate of Bankoora ascribes the decrease to a change of system in the administration of the primary grant during his absence on furlough. In Midnapore, under the new rules introduced by Mr. Wilson, pathsalas of less than six months' standing are not allowed to appear at reward examinations, and they have accordingly dropped out of sight for the year. In the Chittagong Division the heaviest reduction is in Tipperah, which lost 910 schools; but Chittagong lost 146 and Noakhally 169. The Magistrate of Tipperah accounts for the decrease partly by the unusual time at which the annual reward examination was held, and partly by the fact that it was held simultaneously at all centres, thus preventing the guru or miahji of three or four pathsalas, which he teaches in rotation, from presenting pupils from more than one of them. The Deputy Inspector of Chittagong explains the loss by the exclusion of pathsalas with very small attendance and of low organisation. Noakhally attributes the decrease to the ravages of small-pox last cold weather, in addition to other causes of a more general character. These general causes are applicable to the whole division. In previous reports it has been noticed how rapidly the districts of this division have come to the front in regard to the proportion of pupils at school to the whole population. In 1880-81 Tipperah and Noakhally occupied the 8th and the 10th places; in 1881-82 Noakhally was first in the whole of Bengal, and Tipperah third; in 1882-83 Tipperah took the first place and Noakhally the second. It appears that the registration of indigenous pathsalas, and more especially of indigenous maktabs, has been overdone in these districts. As before remarked, no group of pupils sitting for a few months under an itinerant teacher was too insignificant to be entered on the returns. The inevitable and sound reaction has now come. Not only were many of the so-called schools of a purely temporary character, but the inflation of the returns by schools containing only four or five pupils, or schools that sat for only a few months together, or schools in which the Koran alone was

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read, has been definitely forbidden by the orders of Government. It may be confidently stated that the loss of 900 schools from the returns of the Tipperah district is in no sense a loss to education, though it has had the effect of slightly diminishing the superiority of that district over the rest of Bengal in regard to the number of pupils. In that respect Noakhally now stands at the head of the list, and Tipperah, notwithstanding its heavy losses, second The decrease in the Bhagulpore Division is mainly due to a large falling off in Monghyr, and is attributed to scarcity.

176. The following table gives the result of the lower primary scholarship examination for boys in each division:—

Lower Primary Scholarship Examination for Boys, 1883.

Division.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.			
	Government institutions.	Aided institutions.	Other institutions.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private students.	Total.	Government institutions.	Aided institutions.	Other institutions	Private students	Total.	Native Christians.	Hindus.	Mahomedans.	Others.
Presidency		712	2	714		2,021	7	...	2,028	..	751		...	751		632	119	.
Calcutta	.	...	...		..	..	..			..		...		.	.		.	
Burdwan	...	1,871		1,871		5,973		603	6,576		2,292		208	2,500		2,376	122	2
Dacca ..	3	897	117	1,017	3	2 603	297	2	2,905	2	1,355	181	1	1,539	1	1,172	364	2
Chittagong		451	1	452		1,434	3	13	1,450		672	...	11	(a) 683	..	467	1 5	21
Rajshahye		643	...	643	..	1,720	...	8	1,728		730	..	6	(b) 736		324	412	.
Patna	..	2,744	...	2,744	.	14,838	...	.	14,838		8,570			8,570	3	7,136	1,431	
Bhagulpore	.	1,543	...	1,543	...	5,229	..	73	5,302		1,577	..	45	1,622		1,264	283	75
Chota Nagpore	1	445	...	446	5	1,197	..		1,202	5	689	...	...	694		590	25	79
Orissa ...	...	1,404		1,404	.	4,190		7	4,197		2 760	...	7	2,767	.	2,736	31	
Orissa Tributary Mehals ..	...	23	122	145	..	61	419	...	480		51	98	.	149		143		6
Total ...	4	10,733	242	10,979	8	39,266	726	706	40,706	7	19,447	279	278	20,011	4	16,840	2,982	185

(a) Excluding 147 boys who passed the lower primary examination from 71 middle and upper primary schools.
(b) Excluding two boys who passed the lower primary examination from a middle English school, 56 boys from middle vernacular schools, and 6 boys from upper primary schools.

In the previous year 39,798 pupils competed from 10,387 schools, and 16,792 were successful. There is therefore an increase of 592 competing schools, 908 candidates, and 3,219 successful scholars. The Patna Division shows a remarkable increase from 5,840 to 8,570. Of the other divisions, while Burdwan, Orissa, Rajshahye, and Dacca report some increase, Presidency, Chota Nagpore, Bhagulpore, and Chittagong show a slight falling off.

177. The following comparative statement shows the gradual advance made since 1876 towards the standard of the lower primary scholarship examination, which may be accepted as that which the general body of primary schools should endeavour finally to attain:—

Year	Competing schools.	Candidates.	Passed.
1876-77	3,110	11,462	5,246
1877-78	4,474	12,985	5,647
1878-79	6,053	16,910	7,965
1879-80	7,620	24,163	11,354
1880-81	7,887	26,293	13,951
1881-82	8,283	29,368	16,131
1882-83	10,387	39,798	16,852
1883-84	10,979	40,706	20,011

In 1882-83 a minimum pass-mark was for the first time required in each group of subjects, and the number of successful candidates remained in consequence nearly stationary.

178. The standard now prescribed for upper primary schools includes (1) the vernacular language; (2) the history and geography of Bengal; (3) arithmetic, including the native system of accounts; (4) part of the first book of Euclid; (5) elementary physics; and (6) the sanitary primer. These subjects are taught in the first two classes of an upper primary school. The lower classes teach very nearly the same subjects as are taught in a lower primary school, the highest standard of which is that of the lower primary

scholarship, and includes (1) *Bodhoday*, a vernacular adaptation of Chambers' Rudiments of Knowledge; (2) handwriting and reading of manuscript; (3) arithmetic on the European method, up to compound division; (4) rules and formulæ for mental arithmetic on the native system; (5) native methods of accounts; and (6) the sanitary primer. Thus the upper primaries approximate to the fifth standard of elementary schools in England, while the lower primaries reach a standard above the third, but below the fourth. Under the existing classification primaries include those indigenous schools, and those only, which have adopted to any extent the departmental standards, or which send pupils to the central examinations. Those pathsalas, tols, and maktabs which conform to no departmental standards are now classed as private schools.

179. The proposals made above with regard to middle vernacular schools and the encouragement to be given to the general introduction of English into them will tend to increase greatly the importance of upper primary schools. The fact that these schools are, in point of organisation, equipment, and discipline, only pathsalas in a higher stage of development, led in 1881 to their being transferred from the head of secondary instruction, under which they had up to that time been classed, to that of primary instruction; thus assimilating the highest standard of primary instruction in Bengal to that recognised in other provinces. Upper primary schools, therefore, exhibit the highest development of the primary system; and though provision is made by means of scholarships for the occasional passage of a promising pupil to a school of a higher class, yet in general the course and standard of instruction in upper primary schools should be determined without reference to that of middle or high schools. The objects of the two classes of schools are entirely different, and have been thus distinguished by the Education Commission:—"Primary education should be regarded as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life." "There is a clear line of distinction between secondary and primary education, in that the former no longer has exclusive reference to the practical requirements of the student in after life. In however small a degree, it begins to be definitely associated with what is understood as liberal education, and with the exercise of the higher faculties of thought." Bearing in mind therefore this distinction, and the character of primary education as determined by the practical requirements of the pupil in after life, we shall be in a position to examine, from this fresh stand-point, the nature and value of the course now prescribed for upper primary schools. It is useful to remember that these schools were originally styled 'intermediate,' and were intended to serve as a connecting link between primary and secondary schools in the progress of pupils from one stage of instruction to the other. This view of the nature and objects of upper primary schools has now, however, been definitely abandoned. It would therefore be right to exclude from the course any subjects which appear to have been introduced with the sole object of leading up to a higher standard of instruction. Of such a nature appears to be the first book of Euclid, about half of which is read for the upper primary scholarship. Thus limited, it is a subject of very doubtful value in itself, and might with advantage, it seems to me, be excluded altogether or replaced by some allied subject of practical utility, such as elementary mensuration, which is already taught after native methods in lower primary schools. In the other subjects there is little room for criticism. 'The history and geography of Bengal' marks a reasonable advance upon the course in lower primary schools, in which these subjects are not included; while the subject of 'elementary physics' involves a knowledge of the simplest natural facts and laws. The Education Commission has recommended that the standards of primary education in each province be simplified, with a view to "the larger introduction of practical subjects, such as native methods of arithmetic, accounts, and mensuration; the elements of natural and physical science; and their application to agriculture, health, and the industrial arts." All these subjects form part of the course in Bengal, with the exception of agriculture and the industrial arts. Whether anything to which the name of 'agriculture' can be applied can ever be usefully taught in ordinary primary schools, is a matter on which I have grave doubts. The 'industrial arts' cover a wide field; but

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proposals have recently been made to me for an experimental beginning of instruction in that subject, and there is no reason why the experiment should not be tried I do not say that it offers any certain prospects of success, but what the result is likely to be experience can alone decide; and there are some fields in which failure is as instructive in its way as success.

180. In the standard of lower primary schools, I see no obvious room for improvement. It has been represented for some time past that the Sanitary Primer by Dr. Cuningham, a vernacular translation of which forms a part of the primary scholarship course, both upper and lower, is too abstruse and difficult for lower primary students. I have therefore removed it from the course; retaining the '*Saral Sarir Palan*,' or easy treatise on the preservation of health, by Babu Jadu Nath Mookerjea, L.M.S. The Sanitary Primer, together with '*Sarir Palan*,' Babu Jadu Nath Mookerjea's longer treatise on the same subject, is retained for the upper primary course. The *Saral Sarir Palan* contains a number of homely rules and illustrations, based on the ordinary circumstances of village life in Bengal, and fully suited to the comprehension of young students. It may be hoped that by teaching elementary sanitary rules to 50,000 students every year in Bengal, we shall gradually and in course of time produce some useful effect. Babu Jadu Nath Mookerjea has liberally interested himself in this matter by establishing a series of medals and prizes, of the aggregate value of Rs. 756 a year, for the encouragement of the study of sanitation in 24 districts of Bengal.

181. Concurrently with the more important place to be taken by upper primary schools in the system of rural education, it will be advisable to increase the remuneration of the teachers. Upper primary schools are henceforth to be regarded as models for all the elementary schools in their immediate neighbourhood; the teacher will probably in most cases be the chief guru, with a definite relation of authority to the surrounding schools; and in order to attract and keep good men, it will be necessary to increase the value of the appointment. Upper primary schools should in every case be stipendiary; and it is hoped that in some not very distant future, when the increase in the primary allotment admits of such a course, the stipend of an upper primary schoolmaster may be fixed at from Rs. 5 to Rs. 8 a month. For the present it will be possible in most cases to give stipends of Rs. 4 to Rs. 6 a month to upper primary schools. The only other case in which a stipend should be granted is that of lower primary schools in exceptionally backward places, for which stipends of Rs. 2 to Rs. 4 or Rs. 5 might well be allowed, in accordance with a special recommendation of the Education Commission. For all other schools for boys the system of payment by results should be exclusively adopted. It is worth notice that the particular value of this system to the guru lies in the fact that the payment comes to him in a lump-sum just when he is laying in his stock of rice for the year. The amount earned may not be great, but coming when it does, it is of special value; and the much criticised "less than one rupee a month" of the Bengal system attains quite a different significance when it reaches the guru in a round sum exactly when it is needed.

182. The want of a definite classification of primary schools according to progress has long been felt. Each district had its own system and standards, and no comparison was possible. Accordingly, for the purposes of the present report, I called for a return of the classification of lower primary schools in every district, according to three simple and easily understood standards. The highest standard included those schools that sent pupils to the lower primary scholarship examination; the next, those that were below that standard, but read printed books; and the last, those in which no printed books were read. The information obtained is of considerable value, and confirms in a striking manner the conclusions which antecedent considerations would suggest. The Burdwan Division and the town of Calcutta have all their schools returned under the two higher standards; and the Presidency Division comes next, having only 19 schools out of 4,009 in the lowest class. Chota Nagpore, with its comparatively few schools, stands high, as only 28 schools out of a total of 1,167, or one in 42, read no printed books. In Rajshahye the proportion of schools in the lowest class is one in 9, in Dacca one in 8, in Orissa one in 5, in Chittagong one in 4, and in the Patna and Bhagulpore Divisions one in 3. Summing up the results, it is seen that out of a total of 59,937 lower primary

schools which have been reported upon, 15,205 with 333,635 pupils have reached the primary scholarship standard, 33,943 with 594,008 pupils are below that standard but read printed books, and 10,789 with 131,518 pupils use no printed books. In other words, 25·5 per cent. of the schools are in class I, 56 per cent. in class II, and 18·5 per cent. in class III. The subjoined return shows the figures for each division and for Calcutta. In order to give a complete view of the comparative progress of primary education, the upper primary schools in each division have been included in the statement:—

Statement showing the Classification of Primary Schools.

Division.	Upper Primary Schools.		Schools which send pupils to the Lower Primary Scholarship Examination.		Schools which are below that Standard, but read printed books.		Schools in which no printed books are read.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Presidency	370	15,272	1,283	40,858	2,707	73,569	19	378
Calcutta	8	528	.....	.....	106	5,298	.....	.....
Burdwan	518	18,267	2,255	65,182	7,112	130,361	.....	.....
Rajshahye	228	7,915	898	23,481	1,983	44,282	351	6,312
Dacca	273	11,190	1,925	60,992	6,074	116,804	1,201	18,796
Chittagong	120	4,535	566	17,387	3,787	83,166	1,774	35,670
Patna	258	10,177	3,774	56,468	3,865	39,774	3,513	33,945
Bhagulpore	370	13,109	2,439	33,262	2,292	25,830	2,173	15,417
Chota Nagpore	63	2,867	513	16,447	563	15,067	28	444
Orissa	203	5,344	1,552	19,558	5,454	59,857	1,730	20,552

183. It has often been stated that while the existing pathsalas impart some knowledge of printed books and of arithmetic according to modern methods, they have, especially of late years, considerably deteriorated in their knowledge of the traditional subjects of pathsala instruction, such as mental arithmetic, the practical rules of Subhankar, and zemindari and mahajani accounts. The highest books and subjects taught in the old indigenous pathsalas were the Sanskrit verses known as the Chanakya Slokas, the Guru Dakhina, portions of the Ramayan and Mahabharat, letter-writing, forms of bonds, leases, &c., and zemindari and mahajani accounts The present lower primary scholarship course includes the whole of the arithmetic taught on the old method, but it has replaced the popular poems by Bodhoday and the Sanitary Primer. On this point the Assistant Inspector of the Presidency Division writes as follows:—"The complaint is not groundless, but it is capable of removal under good management; and I have certainly seen a small percentage of pathsalas where mental arithmetic in the native style is taught to perfection. The fact is that gurus brought up in vernacular schools, if they happen to be strong in Bengali literature and weak in arithmetic, too often push on the former and neglect the latter, the village community not taking that degree of interest in the business that they used to do before. The only other subjects about which misapprehension exists are zemindari and mahajani accounts. These have generally been taken to be identical with the technical and intricate zemindari sherista and mahajani sherista, which no pathsala can teach to any purpose, and which no boy of 11 or 12 years can be expected to understand, much less to master. Old pathsalas taught the rules for measuring areas, noting down assessments, and writing forms, but hardly one boy in a hundred ever learnt the proper mode of keeping books and accounts, except for immediate practical purposes." The Inspector of the Western Circle, Baboo Brahma Mohan Mullick, records the following opinion:—"The Deputy Inspectors differ in opinion as to whether or not these traditional subjects of instruction are neglected in the present organised primaries. Some seem to think that pathsala boys are as well up in these subjects as they were in old times; others are of opinion that these subjects are really neglected now. Perhaps superior schools for secondary education having now been established all over the country, boys in pathsalas find it convenient to leave the elementary schools soon after going through the primary scholarship course, and thus they do not devote so many years to the study of zemindari and mahajani accounts and other technical subjects as boys of old indigenous schools used to do. Hence it is that the pathsala boys of the present day do

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not make good mohurirs and accountants. With regard to the text-books in Bengali, I have only to repeat what I remarked last year, that the old books impressed moral lessons far more effectively than books of the modern type."

184. Dr. Martin, Inspector of the Eastern and Rajshahye Circles, in his report for the Dacca Division, states that "the use of printed books has not led in this division to the neglect of the traditional subjects of instruction in old class pathsalas. Not only do *Subhankari*, arithmetic, and zemindari and mahajani accounts and forms constitute an important part of the primary scholarship and reward examination standards, but the trading classes and the intelligent among the cultivators are naturally, and very properly, extremely partial to subjects which are so well calculated to meet the actual requirements of their ordinary concerns. A guru who neglects them is sure to lose pupils belonging to those classes. It is the want of attention paid to these subjects in our middle class schools that led to their failure to draw pupils in large numbers from the classes of society named above."

185. It appears, however, from the report of the Assistant Inspector, that in the Patna Division "there is a strong and increasing tendency to neglect native arithmetic for a superficial acquaintance with the first four rules of European arithmetic" The Assistant Inspector of the Bhagulpore Division reports that "though the old course is still taught in our schools, it is nevertheless neglected, or at least the boys do not learn the subjects as efficiently and to the same extent as the boys of the old pathsalas did. But this neglect cannot be inferred to be the necessary consequence of the introduction of the new course. The gurus of the present time are not sufficiently well up to teach the new course, as they generally come from the middle schools where the old course is entirely neglected. Most of the inspecting officers, being diffident of their knowledge in the old subjects, very seldom ask questions on them; or if they ever ask, they put very simple questions, and thus teach the gurus to attach less importance to them: also the boys of the present time are allowed to prosecute their study in a pathsala for a shorter period than was given to the old students. The combination of all these circumstances has greatly deteriorated the condition of our pathsalas as far as the traditional subjects are concerned." The Joint-Inspector of Orissa endorses the following remark of one of his Deputy Inspectors on the subject:—"The traditional subjects of instruction in pathsalas are (1) native accounts, (2) reading of religious and other poems written on palm leaves, and (3) writing on palm-leaves with the iron stylus. The subject marked (1) receives a fair share of attention, a knowledge of the native tables and formulæ, which are simply invaluable for purposes of ready calculation, being always insisted upon by our inspecting officers. The subject marked (2) hardly receives any encouragement from the Department, but its semi-religious character and the high value which the people in consequence attach to it are enough to prevent it from falling into desuetude. Writing on palm-leaves is still practised in the great bulk of our pathsalas."

186. The foregoing quotations reveal considerable differences of opinion on this important point; but personally I have little doubt that there has been a falling off under the present system in the teaching of mental arithmetic and allied subjects, though the attention drawn to this matter in the last few years has probably again produced some improvement. Nor have I any doubt of the advisability of now taking whatever steps can effectively be taken to restore the teaching in these subjects to its former standard of excellence. The question was discussed at length at a conference of Inspectors of Schools held shortly after the close of the year; and it appeared that some uncertainty had been felt by those concerned in the administration of the primary grant as to the precise meaning and contents of the term "Subhankari" in the lower primary scholarship standard. Some officers deplored the fact that mental arithmetic found no place therein. To remove all doubt upon that point, it was recommended that the scholarship rules should be altered by entering "bazar accounts" under "Subhankari," a term which is certainly wide enough to include them, and by making "mental arithmetic, European and Native," a separate subject. This plan will, it is hoped, give sufficient prominence to the teaching of mental arithmetic in the scholarship examination, and if that is

secured, there is no danger of its being neglected in the lower classes. This last result will obviously be better secured by definitely including mental arithmetic among the standards of examination for rewards; and this too has engaged attention, as will presently be shown.

187. It is admitted on all hands that the most urgent requirement of the primary system, as now existing in Bengal, is not so much an increase in the number of schools as the improvement of those already under supervision. This was a point on which the Education Commission laid particular stress. We have seen that out of about 60,000 lower primary schools classified, some 10,000 read no printed books of any kind. Some of these (though probably very few) are old-fashioned pathsalas of a vigorous type which teach thoroughly and efficiently the old subjects of instruction without modern innovations. But the vast majority, as will appear from a glance at the table in paragraph 182, are either the humblest pathsalas of Behar and Orissa, taught by gurus or abadhans who themselves are unable to read print, or else they are the maktabs of Eastern Bengal, which receive aid on condition of adding some elements of secular instruction to the reading of the Koran. It is certainly a pity that we should have to withdraw support from any, even the humblest class of schools. But if our resources are not yet expansive enough to include all, it is unquestionably the last class of schools from the control and subsidy of which we should for the moment retire; and that for two reasons. In the first place, we cannot at this time of day consent to include in our scheme of public primary instruction any school which permanently refuses or is unable to teach the vernacular through the medium of printed pages. The advantage to the ryot, the artisan, or the petty trader of being able to spell out the meaning of a printed notice is so obvious at the present time, and will probably be so much greater at no distant future, that we may rightly insist upon the introduction of that form of learning into every school which receives public money. In the second place, to deny grants of money to schools which teach no printed primer is to provide them with the best possible inducement to supply the deficiency. The sums which these schools now receive from the primary grant are too small to make the withdrawal of aid a matter of life or death to them; while the amounts to which they may become entitled if they can succeed in teaching a moderate standard, including a printed book, are considerable enough to make it worth their while to put forth an effort to that end.

188. Supplementary to the foregoing proposal is another, namely, to reduce the number of standards of examination for rewards. In some districts scholars in lower primary schools are divided into four, five, or even six classes, with separate standards and fixed rates of reward for each. This minute subdivision cannot be necessary; and the labour of examination can hardly fail to outweigh any advantages which may be thought to lie in the precise classification of scholars and in the recognition of the humblest attainments. With the condition that the reading of print shall be required in every aided school, the matter becomes much simpler. It is only necessary to recognise, in the examination for rewards, those standards and classes which satisfy the required condition. The following scheme has been drawn up with that view. It is proposed that below the standard of the lower primary scholarship there shall be two standards and two only, defined as follows:—

A (or higher standard):—

(1) Reading 50 pages of Bodhoday or an equivalent book; dictation; handwriting; reading of manuscript, such as kabuliyats, pottahs, receipts, and forms of contract; repetition of prose and poetry.

(2) The first four simple rules of arithmetic, after the English method.

(3) Subhankari, including tables of weights, measures, and wages, and bazar accounts after the native method.

(4) Mental arithmetic, after European and native methods.

B (or lower standard):—

(1) Reading a printed primer, such as Sishusiksha, Part III, or an equivalent book; dictation; handwriting; repetition of prose or poetry.

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(2) Tables of rupees, annas, and pies; maunds, seers, &c.; with their written signs, after the native method.
(3) Mental arithmetic after the native method.

A glance at standard B will show how closely it conforms to native method of instruction, and how simple are the requirements under the head of reading. The efficiency of a school of 20 or 30 boys can be tested just as well by the examination of those who have reached these standards as of those who are smearing letters on the ground or on a board. Hence it is proposed to limit the payment of teachers in future to rewards for those pupils who pass in full by the two standards above described. It is anticipated that this plan will not only have the effect of raising the standard of instruction throughout the province, but will also introduce into the primary system a degree of uniformity which is admittedly much needed. Under a system of this kind it will at length be possible to estimate the progress made year by year in each division and district, and in the whole province.

189. The remarks made by Mr. Wilson, Magistrate of Midnapore, which were quoted in the report for last year and in the Resolution of Government thereon, are closely related to the subjects just discussed. Mr. Wilson observed:—

"The statistics annually submitted do not furnish trustworthy information on this point [the number of scholars actually under instruction], be ause some of the pathsalas which compete at sub-centre examinations are only opened for a few weeks, because many of the gurus are quite incapable of imparting any useful instruction, and because there is no reason for supposing that the returns submitted by gurus of the average monthly roll-number and the average daily attendance are correct. Our sys m is supposed to be one of payment by results; but as it has hitherto been worked, the rwards granted have not been distributed at all strictly in accordance with the educational resuts attained. . . . . Not only is there no uniform standard of proficiency at different sub-centre examinations, but the great object being to encourage all comers to swell the figures in the returns, different standards of proficiency have been applied to different schools at one and the same examination, and no guru, as a rule, however incompetent, has been allowed to go away empty-handed. . . . I am disposed to think that when we give up the pursuit of grand totals and endeavour to improve the quality of primary education, we shall not, at all events for the next year or two, have more [in Midnapore] than about 2,500 schools to deal with. When useless pathsalas, in existence only for a few months or weeks, and teaching nothing at all, disappear from our lists, it will be much easier to provide for the inspection *in situ* of those that remain."

When the chief object of the primary system was to find out all the existing agencies of instruction, it was, as before remarked, impossible to neglect any school, however humble. We have now, however, succeeded in discovering and separating those of greater from those of less promise. If for the next four years we confine our attention and our efforts to the former class of schools, excluding those which neither read nor are likely to read any printed books; if we introduce uniform standards; and if we recognise no school as being eligible for rewards unless it produces at least ten boys, has been in existence for six months, and brings to the place of examination attendance and inspection registers properly kept, we shall then have a body of material to work upon, not only of a well-defined and progressive character, but capable of improvement that can be easily tested. In this way we shall have met nearly all the objections hitherto brought against the system. I think little of the objection that many of the schools are what is called "season pathsalas," that is to say, pathsalas that are closed for some months during the rice-season, to reopen again when the labour of the pupils can be spared from the fields; since this after all is nothing more than a question of vacations, and we shall be able to work most successfully on the indigenous lines if we recognise the necessary limitations imposed on indigenous institutions. Nor, again, do I think there is any strong reason to believe that the attendance of pupils is exaggerated in the returns. There is no great room for exaggeration when the average number of pupils at a lower primary school is no more than 17 or 18. Besides this, the guru submits his return to the chief guru, who knows all about his schools; and if the chief guru himself is a party to the exaggeration, he has the Sub-Inspector, and finally the Deputy Inspector, to reckon with, besides the risk

of detection by the Magistrate or the Inspector, who may chance to examine the school and find the number present greatly below the number returned. But more conclusive still is the fact that, in two instances where suspicion has been aroused, an Assistant Inspector has gone over the ground again with the express object of checking the Sub-Inspector's returns, unknown to the latter, and has found them verified in a remarkable way.

190. As the central examination of primary schools under the system of payment by results takes up a considerable portion of the time of Sub-Inspectors, an attempt has been made in some districts to transfer the work to unpaid local committees, with whom are associated the teachers of secondary schools in the neighbourhood. The object aimed at is two-fold, namely, to relieve the Sub-Inspectors of a portion of their heavy duties, and by holding the examinations on the same day at all the centres in a subdivision or a district, to render the presentation of the same boys at different centres impossible. There is also much to be said in favour of the speed with which the work can be done under this system. On the other hand, each local committee is apt to set up an independent standard of efficiency of its own, and to regulate its recommendations for the payment of public money accordingly. The substitution of a non-professional for a professional agency can be justified only so long as the inspecting staff is not strong enough for the duty. The appointment of additional Sub-Inspectors is now under the consideration of Government; and if the proposed increase of 80 Sub-Inspectors is carried out, much of the difficulty will be removed. But in any case local committees will always form a valuable auxiliary agency, and should be utilised wherever possible. They can render great assistance to the Sub-Inspectors in the work of examination and of paying rewards to the teachers; and their presence undoubtedly serves to increase the confidence of the people in the awards made by the Sub-Inspectors.

191. With the increase made in recent years in the allotment for primary education, the question of the best method of paying the school masters the sums due to them has necessarily engaged considerable attention. Of all the measures devised for transmitting payment to the teachers, that under which remittances are made by postal money-orders appears to be most free from practical objection. This method is already in operation in Maldah and in some of the districts of the Eastern Circle, and will undoubtedly be of greatuse in districts which have a good number of rural post offices. In less populous tracts, like Chota Nagpore and parts of the Bhagulpore Division, the post-offices are too far apart from one another to be within easy reach of the pathsala teachers; but if the proposed alterations be adopted in the money-order system, under which it will no longer be necessary for the payee to travel to the post-office for the amount of the order, the system will admit of general application. It has been calculated that the cost of making the remittances to the gurus would be about Rs. 25,000 or Rs. 30,000 a year, an amount which might well be contributed from public funds in consideration of the substantial advantages offered by the plan. At present a Sub-Inspector is required to furnish security for the amount of public money passing through his hands, and often has to travel in the interior with large sums in cash in his possession. The proposed system would put a stop to all this risk. The question is now before Government for decision. Under the proposed system gurus assembled at an examination centre would be furnished by the superintendent of the examination with cheques showing the amounts due to them, and money-orders would be subsequently issued by the Deputy Inspector from the district post-office for the corresponding amounts entered in the counterfoils. Each cheque would contain a notification to the guru that if he did not receive the money within three months, he should intimate the fact to the District Magistrate.

192. The multiplicity of the forms of return hitherto used in different districts has been a source of much inconvenience and cost. All the forms in use throughout Bengal have recently been compared, and a uniform series compiled from them for general adoption. It is believed that none have been omitted which are of real and practical advantage; and the benefit of having a single series of forms to deal with is too obvious to need further comment. The revised forms are 20n number, and consist of the following.

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I.—Reward Examinations.

1. Results of the annual examination for rewards.
2. Details of rewards to prize students.
3. Rewards for teaching girls and labourers (in night schools).
4. Total rewards earned by gurus.
5. Bill for ditto.
6. Notice to guru of reward earned (cheque and counterfoil).

II.—Stipends.

7. Memorandum of sanction of stipend.
8. Monthly bill for stipends.

III.—Chief Gurus.

9. Diary of inspecting pundits or chief gurus.
10. Pay and allowances of ditto.

IV.—Lower Primary Scholarship Examination.

11. Notice of time and place of holding the examination.
12. Certificate of eligibility to appear.
13. Descriptive roll of candidates.
14. Results of examination.
15. Lower primary scholarship card.
16. Certificate of passing.

V.—Prize Books.

17. Indent for prize books.
18. Bill for ditto.

VI.—General.

19. Register of attendance and inspection.
20. Cash account of primary expenditure.

It is probable that all these forms will not be used in any district; but it has been thought better to include some which may afterwards turn out not to be required than to leave out any which have anywhere been found useful.

I should add that those points in the foregoing paragraphs which involve proposals yet to be carried out will be dealt with in a separate communication. They have been referred to here in order to complete the account of the subject.

In the following paragraphs the usual summaries are given of the statistics and progress of primary education in each division and district:—

193. CALCUTTA.—Population, exclusive of the suburbs and the shipping, 405,000; primary grant Rs. 4,000, in addition to Rs. 1,890 from the grant-in-aid allotment; expenditure Rs. 3,437, of which Rs. 339 were spent on two inspecting pundits, and Rs. 188 on contingencies. Upper primaries numbered eight with 528 pupils, against four with 366 pupils of the preceding year. The expenditure on them was Rs. 3,741, of which Government contributed Rs. 607. Lower primaries rose from 76 to 106, and their pupils from 3,561 to 5,298. The expenditure on them was Rs. 15,680, of which Government paid Rs. 2,303. In June 1883, when a primary grant of Rs. 4,000 was sanctioned, the Inspector, Mr. C. B. Clarke, introduced a system of capitation grants, under which each guru was paid at the rate of two annas for each poor boy under instruction. The Deputy Inspector states that under this system several new pathsalas were started during the year in different parts of the town, and many old unaided pathsalas were subsidised. The maximum grant which a pathsala may earn under it is Rs. 6 a month. Some of the missionary bodies have taken advantage of the new system in working their pathsalas. It will probably soon be necessary to do away with the distinction between poor boys and others reading in the primary schools of Calcutta, the present limit of Rs. 6 a month for pathsala grants being sufficient for all practical purposes. There being no primary scholarships for Calcutta, the pathsalas are content to teach a standard much lower than that for the lower primary scholarship examination. The Inspector recommends the creation of ten scholarships at an annual cost of Rs. 480. The proposal will receive separate consideration.

194. PRESIDENCY DIVISION.—Of the boys of school-going age one in 3·6 is at school. On the 1st April 1883 the sub division of Bongong was transferred from Nuddea to Jessore, so that the comparative statistics of the two districts concerned are given, as nearly as possible, for the areas constituting those districts on the 31st March 1884, except when otherwise specified. Primary schools advanced from 4,012 with 119,450 pupils to 4,379 with 130,077 pupils. The upper primaries were 370 with 15,272 pupils, against 367 with 14,915 pupils. The lower primaries numbered 4,009 with 114,805 pupils, against 3,645 with 104,535 pupils. While the upper primaries increased in the 24-Pergunnahs, Nuddea, and Khoolna, there was a small decrease in Moorshedabad, and a more marked decline in Jessore. The increase in lower primary schools is shared by all the districts ; but the proportionate increase of pupils is largest in the 24-Pergunnahs. The system of payment by results is in force in every district of the division ; but while the 24-Pergunnahs maintains one stipendiary lower primary school, and Khoolna 30, Nuddea keeps up 90, Jessore 61, and Moorshedabad 67 stipendiary lower primaries. In Nuddea and Khoolna stipends are given not only to the best pathsalas in order to prevent their carrying off the largest amount of rewards, but also to pathsalas in backward parts of the district, where a guru cannot derive a local income large enough to subsist upon. In Moorshedabad the system is one of stipends combined with rewards given on the result of examinations conducted in the cold weather, while Jessore has adopted the Midnapore system, with slight modifications. The Assistant Inspector adds: "Indeed, it is found necessary, when carrying education to the doors of the poor and the illiterate, to give the gurus not only such stipends as may enable them to live, but also something extra to induce them to settle in uncongenial and inaccessible localities." The Assistant Inspector examined 200 pathsalas with 3,838 pupils at 20 central gatherings, besides visiting 55 pathsalas *in situ*. The conclusion he has arrived at is in accordance with previous experience—that there are in each district advanced and backward groups of villages, and that no district is, on the whole, much in advance of the others in respect of primary education. The pathsalas in the 24-Pergunnahs have an average attendance of 33 pupils, in Nuddea and Jessore 27 pupils, and in Khoolna and Moorshedabad 26 pupils each. The average has risen in the 24-Pergunnahs from 31 to 33, but there has been a decline of one in each of the other districts. Whether this decline is an indication that the pathsalas have begun to split up under the influence of the reward system cannot be determined with certainty, but the tendency is said to exist, and should be carefully watched. Large variations at present exist in the amounts set apart for prizes to pathsala pupils (boys and girls) in different districts; the 24-Pergunnahs spending Rs. 7,317, Nuddea Rs. 830, Jessore Rs. 128, Khoolna Rs. 523, and Moorshedabad Rs. 554. In the 24-Pergunnahs alone an extensive system of money-prizes was in force, which has now been abandoned under the orders of Government.

195. 24-*Pergunnahs.*—Population, including the suburbs of Calcutta, 1,869,859. Primary grant raised from Rs. 18,500 to Rs. 20,000 ; expenditure Rs. 20,290, including refunds. Of this sum Rs. 2,240 were spent on 47 upper primary schools and Rs. 299 on 12 girls' schools. There were 66 upper primaries aided from the circle grant, 17 from the grant-in-aid allotment, and one from municipal funds, so that the total number of aided upper primaries was 131 with 5,944 pupils, against 128 schools and 5,987 pupils of the preceding year. There were also eight unaided upper primaries, with 463 pupils. There was one khas mehal upper primary school, with 14 pupils. Aided lower primaries rose from 1,209 to 1,345, and their pupils from 37,636 to 44,289; of these 19 were aided from the grant-in-aid allotment, 50 from municipal funds, and one from the khas mehal grant. Unaided lower primaries were only two, against 108; a circumstance which shows not only that municipal schools have been transferred from the unaided to the aided list, but also that independent pathsalas have been classed as rewarded schools. The Sub-Inspectors paid 2,208 visits *in situ* to the lower primaries. Of the boys of school-going age one in 2·3 is at school. The reward examinations were held at 101 centres; the number of schools competing for rewards rose from 1,129 to 1,160, and that of candidates from 16,825 to 21,233. By the higher standard 1,100 passed in reading and writing, 1,159 in arithmetic, and 473 in accounts. By the

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lower standard 16,079 passed in reading and writing, and 13,170 in arithmetic. Rewards paid to boys in cash amounted to Rs. 7,172—a questionable mode of expenditure which has now come to an end. There were 47 stipendiary pathsalas, serving as models to the others, on stipends varying from Rs. 4 to Rs. 6 a month; all these, except one, are upper primaries. The model guru performs functions analogous to those of a chief guru elsewhere; but he draws no allowance for visiting a pathsala, and the pathsalas in his circle in fact receive no regular visits from him. At the upper primary scholarship examination 43 schools sent up 92 candidates, of whom 53 were successful, against 69 of the previous year. At the lower primary scholarship examination the number of competing schools was 165, against 183; of candidates 413, against 604; and of successful candidates 142, against 166 of the preceding year. The Deputy Inspector has returned 395 schools, with 13,685 pupils, as having attained the standard of the lower primary scholarship examination; and 953 schools, with 30,685 pupils, as below that standard, but using printed books. The municipalities spent Rs. 11,855 on education (against Rs. 6,885); of which Rs. 3,743 were spent on high schools, Rs. 3,544 on middle schools, Rs. 3,414 on primary schools (including those for girls), Rs. 391 on inspection, Rs. 319 on scholarships, Rs. 324 on school furniture, and Rs. 120 in rewards to tols.

196. *Nuddea.*—Population, after the transfer of Bongong to Jessore, 1,655,721. Primary grant raised from Rs. 14,650 to Rs. 16,000, the whole of which was expended: Rs. 2,846 were spent on 56 upper primary schools, Rs. 2,418 on 111 girls' schools, Rs. 155 on prizes to girls, and Rs. 373 on pathsala sheds. The aided upper primaries were 66 with 2,550 pupils, against 59 with 2,344 pupils of the previous year; of these four were grant-in-aid schools, six circle schools, and one a khas mehal school. There were no unaided schools. The aided lower primaries were 539 with 14,403 pupils, against 426 with 11,945 pupils. Only one school was unaided. The Sub-Inspectors paid 1,379 visits *in situ* to the lower primaries. Of the boys of school-going age one in 5·2 is at school. As the malarious fever gradually leaves the district, its school attendance begins to improve. Stipendiary schools numbered 139; stipends being given to the best pathsalas, as well as to those situated in backward parts of the district. The stipendiary gurus are not required to work as chief or model gurus. The Deputy Inspector proposes to appoint, in place of chief gurus, inspecting pundits of the rank of circle pundits—a costly and not very efficient system. The examination for rewards was held twice in the year for each group of pathsalas. The number of examination centres was 56, against 143 of the year before. At the central examinations 10,611 pupils from 748 schools were examined; of these 1,132 passed by the higher and 5,761 by the lower standard. At the upper primary scholarship examination 108 candidates were sent up from 50 schools, and 42 were successful against 35 of the previous year. At the lower primary scholarship examination 453 candidates were sent up from 156 schools, and 178 were successful against 311 (inclusive of Bongong). The returns show that 224 schools with 6,720 pupils have attained the lower primary scholarship standard; 313 schools with 7,692 pupils are below that standard, but use printed books; and six with 120 pupils use no printed books whatever. The amount spent by municipalities on education in the district was Rs. 2,855, against Rs. 2,274 in the previous year.

197. *Jessore.*—Population 1,939,375. Primary grant raised from Rs. 16,850 to Rs. 18,000; total expenditure Rs. 18,379, inclusive of receipts from the *khas mehal* fund. Rs. 547 were spent on 10 middle schools, Rs. 3,127 on 54 upper primary schools, and Rs. 1,410 on 61 girls' schools. The aided upper primaries were 68 with 2,637 pupils, against 84 with 3,055; of these 9 were grant-in-aid and five circle grant schools. The unaided schools were three, with 71 pupils. The aided lower primaries were 870 with 23,652 pupils, against 756 with 21,620; six of these were circle schools and two municipal schools. Unaided schools were 74, with 1,650 pupils. The Sub-Inspectors paid 1,685 visits *in situ* to the lower primaries. Of the boys of school-going age one in 4·4 was at school. At the reward examinations 8,583 pupils from 811 schools were examined, and of these 3,689 passed by the first and 3,630 by the second standard, against 2,178 and 5,520 respectively of the preceding year. The number of stipendiary boys' schools in the district is 119; but the stipendiary gurus are not required to work like the chief gurus of other districts. There

are head gurus, appointed annually, who have to visit the pathsalas in their beat at least once a year, "a step, however feeble, in the right direction." They were 73 in number and paid 815 visits to pathsalas *in situ* during the year. During the year under report the system under which boys are detained at central examinations for more than one day does not appear to have been discontinued. The practice has now been forbidden. The amount paid to pupils in reward was only Rs. 126. At the upper primary scholarship examination 115 candidates were sent up from 44 schools, and 35 were successful, against 39 of the preceding year. At the lower primary scholarship examination 646 pupils from 203 schools competed, and 250 were successful against 156 of the preceding year. The returns show that 292 schools with 8,760 pupils have attained the lower primary scholarship standard, 648 with 16,473 pupils are below that standard but use printed books, and six with 120 pupils use no printed books. The amount spent by municipalities on education was Rs. 394.

198. *Khoolna.*—Population 1,079,948; primary grant raised from Rs. 11,000 to Rs. 13,000, the whole of which was expended. Of this sum Rs 270 were spent on 5 middle, Rs. 1,718 on 45 upper primary, and Rs. 751 on 18 girls' schools. The aided upper primaries were 62 with 2,388 pupils, against 51 with 1,775; of these two were grant-in-aid and 15 circle grant schools. There were no unaided schools. The aided lower primaries were 711 with 18,736 pupils, against 582 with 15,828 of the preceding year; of these 11 were grant-in-aid schools. The unaided schools were 59, with 1,169 pupils. The stipendiary schools numbered 80; stipends being given to the best schools as well as to those in backward localities. The Sub-Inspectors paid only 476 visits *in situ* to lower primary schools. Of the boys of school-going age one in 3·3 is at school. The reward examinations were held at 51 centres; and 9,393 pupils were sent up from 713 schools, of whom 1,208 passed by the higher and 4,696 by the lower standard. The amount spent in rewards to boys was Rs. 503. There were 51 model or chief gurus, each of whom receives one anna for each pathsala visited. The number of visits is not reported. At the upper primary scholarship examination 87 candidates appeared from 33 schools, and 40 were successful, against 46 of the year before. At the lower primary scholarship examination 252 candidates were sent up from 79 schools, and 80 were successful against 109 of the preceding year. The Deputy Inspector has returned 219 schools with 6,687 pupils as having attained the standard of the lower primary scholarship examination; 545 schools with 13,098 pupils as below that standard, but using printed books; and six with 120 pupils as using no printed books. The amount spent by municipalities on education was Rs. 566.

199. *Moorshedabad.*—Population 1,226,790; primary grant raised from Rs. 10,000 to Rs. 12,000; expenditure Rs. 12,148, inclusive of contributions from *khas mehals*, of which Rs. 458 were spent on six middle, Rs. 1,645 on 30 upper primary, and Rs. 349 on 15 girls' schools. The aided upper primaries were 30 with 1,173 pupils, against 31 with 1,024 pupils. There was no unaided school. The aided lower primaries were 356 with 9,738 pupils, against 343 with 9,063 pupils of the preceding year. There were 46 unaided schools with 907 pupils. The stipendiary schools were 106. The Sub-Inspectors paid 1,143 visits to lower primary schools *in situ*. Of the boys of a school-going age one in 5·5 is at school. At the reward examinations 9,021 pupils from 407 schools appeared, and 5,367 of these were declared successful. Moorshedabad still maintains four standards of examination, one being that above the lower primary scholarship examination; in this special standard 118 pupils were successful, against 278 of the previous year. The numbers passed by the three lower standards were 1,453, 1,042, and 2,754 respectively. The Deputy Inspector has not seen the chief guru system at work, but thinks it unsuited to his district. At the upper primary scholarship examination 48 candidates appeared from 24 schools, and 25 were successful against 24 the year before. At the lower primary scholarship examination 265 candidates appeared from 111 schools, and 102 were successful against 87 of the preceding year. The Deputy Inspector has returned 153 schools with 5,006 pupils as having attained the standard of the lower primary scholarship examination; 248 schools with 5,621 pupils as below that standard, but using printed books; and one school with 18 pupils as using no printed books. The amount spent by municipalities on education was Rs. 3,126.

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200. BURDWAN DIVISION.—Of the boys of school-going age one in 2·3 is at school. Upper primaries have increased from 405 to 518, and their pupils from 12,896 to 18,267. The increase is chiefly due to the expansion of the system in Midnapore; but it is more or less shared by all the other districts except Bankoora, which has returned the same number of schools as in the previous year with an increase in the number of pupils. The lower primaries have declined from 9,966 to 9,367, and their pupils from 199,506 to 195,543. The decrease is thus accounted for Bankoora lost 523 schools and 4,536 scholars; Midnapore 252 schools and 2,878 scholars; Burdwan gained seven schools, but lost 2,328 scholars; while in Hooghly there has been an increase of 33 schools and 1,731 scholars, in Beerbhoom of 30 schools and 626 scholars, and in Howrah of 106 schools and 3,220 scholars. In Bankoora "the decrease," says Mr. Anderson, "is chiefly to be accounted for by the fact of a change of system in the administration of the primary grant introduced during my absence on furlough from the district." The district Deputy Inspector explains the disappearance of weak pathsalas from his list to (1) the abolition of the chief guru system, (2) the dismissal of peripatetic and shopkeeper gurus, and (3) the discontinuance of the capitation allowance for girls taught in boys' schools. Mr. Anderson, however, points out that there has been an accession of pupils both in secondary and in upper primary schools, and states that such accession "is nothing but a transfer of pupils from one class of schools to another." In Midnapore Mr. Wilson has introduced an amended set of rules, under the operation of which pathsalas that had not been in existence for six months during the year were precluded from appearing at the sub-centre examinations. Hence, says the Deputy Inspector, there was a decrease of 252 schools. Mr. Wilson in his report for the preceding year expressed the opinion that the lower primary schools of the district might be reduced by nearly 2,000 without any serious harm to education. The loss of scholars in Burdwan is due in the opinion of the Deputy Inspector to the insufficient outturn of crops and the prevalence of malarious fever. The Inspector adds: "The explanations offered by the Deputy Inspectors of Bankoora and Midnapore cannot be accepted as sufficient. It cannot be that all the pathsalas which did not appear or were not permitted to send candidates to the central or reward examinations have disappeared from the field. The district inspecting officers have apparently made no effort to collect returns from them, or to find out how many of them still exist."

201. Increased grants for primary education were made to all the districts of the division; and the attention of the district authorities was drawn to the necessity of raising the standard of instruction in lower primary schools. Accordingly, modifications in the administration of the primary grant have been carried out in all districts. In Hooghly, while the chief guru scheme and the system of payment by results continue to be worked, monthly stipends varying from one to three rupees have been allowed for one year to the gurus of 155 of the best pathsalas. In Bankoora, the main changes introduced were, first, the abolition of the chief guru system and also of the peripatetic and shopkeeper gurus; second, the discontinuance of tiffin and diet allowances; third, the abolition of capitation allowance for girls attending boys' schools; fourth, the payment of monthly stipends to a select number of pathsalas, and of rewards to others on the result of the annual examination; fifth, the appointment of 16 circle teachers, paid from district primary, municipal, and union funds. "The payment of monthly stipends," says the Magistrate, "has not only secured the services of qualified gurus, but has been a step in the right direction for improving the quality of education given, the beneficial effects of which time will show." In Midnapore Mr. Wilson has introduced a set of new rules, the principal object of which is to "remedy some of the practical evils of the existing system, by giving more reality to the sub-centre examination as a test of educational progress, and by excluding from the examination the pupils of pathsalas which had not been in existence for six months during the year." The Inspector made inquiries as to the existence of ephemeral or "bogus" schools, and the result of his investigation is summed up below. Out of 9,155 schools in the different districts concerning which the inquiry was made, 2,496, or about one-fourth of the total number, have been found to be *season* schools. Schools which are situated in agricultural villages work at certain seasons of the year only,

remaining closed during the time when the children of the agriculturists are required to help their parents in the field. In Bengal, where agriculture forms the principal means of subsistence to the vast majority of the population, season schools are indispensable to rural education, and should be encouraged by all possible means. Such schools as these have existed from time immemorial. They remain closed from the middle of June to October, the traditional vacation time of India. The number of "bogus" schools discovered is about one-thirtieth of the total number. These schools, it is said, are started a few days before the reward examinations, and are given up soon after they are over. The Circle Inspector does not believe that so many schools really spring up annually for the sake of the trifling reward offered. But supposing that they do, he thinks they are not entirely useless. They serve to create gradually a desire among the rural population to send children to school; and in this way schools which are temporary to start with often become permanent. It has already been stated that printed books are read in every pathsala in this division, without any exception.

202. *Burdwan.*—Population 1,391,823; primary grant raised from Rs. 19,033 to Rs. 21,000; expenditure Rs. 21,000, of which Rs. 4,552 were expended on upper primaries and Rs. 560 on girls' schools. The upper primaries were 95 with 3,872 pupils, against 87 with 3,495 pupils of the preceding year. Aided lower primaries were 1,499 with 36,749 pupils, against 1,492 with 38,877 pupils. All are supported from the primary grant. The Sub-Inspectors paid 1,988 visits *in situ* to the lower primaries. The chief gurus paid 9,466 visits, also *in situ*. Of the boys of school-going age 1 in 2·2 is at school. The reward examinations were held at 67 centres, at which 15,026 boys and 564 girls attended from 971 pathsalas. The number passing by the higher standard was 5,134 boys and 34 girls. By the lower standard 4,676 boys and 62 girls passed. The rates of rewards to the gurus were eight and four annas respectively for every boy passing by the higher or the lower standard. The rates were doubled in the case of girls. The gurus also received rewards of Rs. 4, Rs. 3, and Rs. 2 for every pupil passing in the first, second, or third division at the lower primary scholarship examination. The gurus of upper primaries earned rewards of Rs. 3, Rs. 2, and Re. 1 for every pupil passing in the first, second, or third division at the upper primary scholarship examination. At the upper primary scholarship examination 322 candidates competed from 91 schools, and 260 were successful. Of the successful candidates 4 were Mahomedans. At the lower primary scholarship examination 2,110 boys and 4 girls appeared from 510 schools, and 1,135 boys and 3 girls were successful. The returns show that 510 schools with 18,630 pupils have attained the lower scholarship standard, and 989 schools with 18,119 pupils are below that standard but use printed books.

203. *Bankoora.*—Population 1,041,752; primary grant raised from Rs. 16,000 to Rs 17,000; expenditure Rs. 17,182, of which Rs. 182 were expended on prize-books purchased out of the previous year's grant. Of the total outlay, Rs. 2,755 were expended on 55 upper primary schools, Rs. 172 on scholarships, Rs. 219 on music-schools, and Rs. 185 on six girls' schools. The upper primaries (including seven circle schools) were 63 with 1,439 pupils, against the same number of schools with 816 pupils in the previous year. Aided lower primaries declined from 1,652 schools with 28,680 pupils to 1,120 schools with 24,013 pupils. The decrease is owing to the causes already mentioned, namely, the abolition of the chief guru system, the dismissal of peripatetic and shopkeeper gurus, and the discontinuance of payment to gurus for teaching girls in boys' schools. A new scheme for the administration of the primary grant has been introduced by the Officiating Magistrate, Mr. Samuells, the chief point in which is the payment of fixed monthly stipends to a selected number of pathsalas, and of annual rewards to others. The Sub-Inspectors paid 1,446 visits *in situ* to lower primaries. Of the children of school-going age one in 2·8 is at school. The reward examinations were held by the Sub-Inspectors, each for his own circle, assisted by examining committees. Non-stipendiary pathsalas alone were allowed to compete at these examinations. The number of competing and successful schools was 528 and 503 respectively, and the number of competing and successful pupils 3,377 and 1,717. The central examinations were held in the presence of the District

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Magistrate, the Subdivisional Officer, and the Circle Inspector. The number of competing and successful schools at these examinations was 200 and 172, and that of competing and successful pupils 3,518 and 658 respectively. The gurus were rewarded at the rate of one to two annas for every prize-winning boy. Rewards varying from Rs. 32 to Rs. 5 were paid to the teachers, partly for their own success in passing at the scholarship examinations, and partly for that of their pupils. At the upper primary scholarship examination 149 pupils appeared from 57 schools, of whom 123 were successful. To the lower primary scholarship examinations 258 schools sent up 876 pupils, of whom 146 passed. The returns show that 258 schools with 8,041 pupils have attained the lower scholarship standard, while 872 with 16,130 pupils are below that standard but use printed books.

204. *Beerbhoom.*—Population 794,428. Primary grant raised from Rs. 8,000 to Rs. 9,000. Expenditure Rs. 8,999, of which Rs. 60 were expended on one middle vernacular school, Rs. 1,925 on 49 upper primary schools, Rs. 2 on maps, and Rs. 106 on special grants to Sonthal schools. The number of upper primary schools was 58 with 1,732 pupils, against 44 with 1,115 pupils of the previous year. Seven of these were grant-in-aid schools. Aided lower primaries numbered 573 with 1,361 pupils, against 554 with 12,776 pupils. Unaided schools were 15, with 292 pupils. The Sub-Inspectors paid 508 visits *in situ* to the lower primaries. Of the boys of a school-going age one in 3·4 is at school. The reward examinations were held at 20 centres; 1,444 candidates from 423 schools appeared, and 389 were successful. At the upper primary scholarship examination 61 candidates appeared from 56 schools, and 48 were successful. At the lower primary scholarship examination 265 candidates were sent up from 146 schools, and 86 were successful. The returns show that 348 schools with 8,999 pupils have attained the lower scholarship standard, and that 240 with 4,454 pupils are below that standard, but use printed books.

205. *Midnapore.*—Population 2,517,802. Primary grant raised from Rs. 32,000 to Rs. 33,000. Expenditure Rs. 33,160; of which Rs. 5,934 were paid in stipends to upper primary schools, and Rs. 1,890 in stipends to lower primaries. The upper primary schools were 168 with 5,773 pupils, against 98 with 3,112 pupils of the year before. Of these three were grant-in-aid and 12 were circle schools. A new set of rules for the administration of the primary grant has been issued by Mr. Wilson. Under the operation of these rules, aided lower primaries have come down from 4,016 schools with 72,570 pupils, to 3,851 with 71,038 pupils. Unaided schools numbered 212 with 3,170 pupils, against 297 schools with 4,516 pupils in the preceding year. The Sub-Inspectors paid 2,756 visits *in situ*. Of the boys of a school-going age one in 2·2 is at school. The reward examinations were held at 202 centres, at which 41,045 boys and 1,062 girls from 3,968 schools attended. The number passed by the fourth or highest standard was 1,396 boys and one girl; by the third standard 4,636 boys and 24 girls; by the second standard 7,203 boys and 130 girls; and by the first standard 10,607 boys and 464 girls. At the upper primary scholarship examination 98 schools sent up 336 candidates, of whom 187 passed. At the lower primary scholarship examination 1,751 candidates from 576 schools competed, and 566 passed. The Magistrate questions the accuracy of the statistics regarding primary education, and doubts whether trustworthy figures can be obtained without an increase in the regular inspecting staff. The returns show that 572 schools with 13,327 pupils have attained the lower scholarship standard, and that 3,491 schools with 60,881 pupils are reading printed books.

206. *Hooghly.*—Population 1,012,768. Primary grant raised from Rs. 13,823 to Rs. 15,000. Expenditure Rs. 14,999, of which Rs. 4,050 were spent on stipends to gurus of 79 upper primary schools, Rs. 135 on maps and blackboards, and Rs. 37 on pathsala buildings. Aided upper primaries were 97 with 3,665 pupils, against 93 with 3,314 pupils in the previous year. Aided lower primaries numbered 1,448 with 28,118 pupils, against 1,414 with 26,403. There were also nine unaided schools with 94 pupils, six of which were grant-in-aid schools. The Sub-Inspectors visited 917 lower primary schools *in situ*, and the chief gurus paid 10,705 visits. Of the boys of school-going age one in 1·8 is at school. At the reward examinations, which were held at 52 centres,

10,913 pupils competed from 1,115 schools, and 2,965 gained prizes. At the upper primary scholarship examination 95 candidates appeared from 45 schools, and 64 were successful. At the lower primary scholarship examination 239 schools sent 828 candidates, of whom 406 were successful. The returns show that 239 schools with 6,345 pupils have attained the lower scholarship standard, while 1,218 schools with 21,867 pupils are below that standard but use printed books. To 155 gurus of successful schools stipends varying from one to three rupees a month have been granted. The stipends will be paid for one year, and will be revised according to the results of the next examination.

207. *Howrah.*—Population 635,381. Primary grant raised from Rs. 6,500 to Rs. 8,000. Expenditure Rs. 7,585, of which Rs. 2,195 were expended on 35 aided upper primaries, and Rs. 17 in books supplied to them. Upper primaries numbered 36 with 1,729 pupils, against 20 with 944 pupils in the preceding year. Lower primaries were 630 with 18,750 pupils, against 524 with 15,330. The Sub-Inspectors visited 274 lower primaries *in situ.* Of the boys of school-going age one in 1·9 is at school. At the reward examinations which were held at 22 centres, 8,939 boys were examined, and 5,147 were successful. The rewards to the gurus were Re. 1 and Rs. 2 for every boy passing by the higher, and eight annas for every boy passing by the lower standard. The rates were doubled in the case of girls. To the upper primary scholarship examination 29 candidates went up from eight schools, of whom 18 were successful. To the lower primary scholarship examination 143 schools sent 356 candidates, of whom 161 were successful. In noticing the falling off in the number of schools competing for the upper primary examination, the District Magistrate, Mr. Skrine, says: "This is attributed to the fact that but one scholarship has been allotted for the district, and the competition is so severe as to deter aspirants from attending the examination." The returns show that 328 schools with 9,840 pupils have attained the scholarship standard, and 302 with 8,910 pupils are below that standard but use printed books.

208. Rajshahye Division.—Of the boys of school-going age one in 6·4 is at school. The total number of primary schools for boys rose from 2,397 with 60,679 pupils to 3,319 with 79,974 pupils. Upper primaries were 228 with 7,915 pupils, against 229 with 7,804 of the preceding year. Lower primaries numbered 3,091 with 72,059 pupils, against 2,168 with 52,875 pupils. The largest increase has taken place in Pubna, but Rungpore, Bogra, and Rajshahye also contribute a fair share of it. The Inspector reports that there are still in Rajshahye, Julpigori, and Darjeeling a few schools aided by fixed monthly stipends only; but in Julpigori and Darjeeling a smaller number has been kept up in this way than in the previous year. In Rajshahye the purely stipendiary system has been resorted to much more extensively; but the stipends have been fixed at very reduced rates. In 1882-83, Rs. 799 were spent upon 39 schools only, while in 1883-84 Rs. 983 were spent on the support of 93 schools. In the districts of Bogra and Julpigori the majority of the schools have received aid on a combined system of stipends and payment-by-results. In Rungpore and Pubna payments have been made entirely according to results; and in Dinagepore also this system has been largely adopted. In Darjeeling the schools were all stipendiary in 1882-83; but those in the Terai portion of the district now receive small stipends, and earn the rest of the Government grant after examination. In Bogra the administration of the primary grant underwent a thorough change. The salient points in connection with the newly-introduced system were as follows:—

(1) The district was divided into 39 chief gurus' circles, each circle having a radius of about five miles and containing not less than 10 pathsalas.

(2) A school earned a monthly stipend (*a*) of Rs. 3 if it gained an upper primary scholarship, (*b*) of Rs. 2-8 if it passed a pupil without gaining a scholarship, (*c*) of Rs. 2 if it gained a lower primary scholarship, (*d*) of Re. 1-8 if it passed a student at the lower primary examination, and (*e*) of Re. 1 if it taught the lower primary course. Rewards also were earned by schools for passing examinations of a lower degree than the upper primary in literature, arithmetic, history and geography, mahajani accounts, sanitation, Euclid, and science.

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(3) The appointment of, and general authority over, the gurus of aided pathsalas were left in the hands of the village *panchayets*.

(4) No fixed rate of reward was prescribed; the rate was determined after the examinations were over, in proportion to the amount of money left for distribution.

(5) Book-prizes were given to pupils.

(6) The number of primary scholarships was raised from 6 to 16, by creating 10 additional scholarships out of the primary grant.

(7) Ten prizes of Rs. 5 each and as many of Rs. 20 each were offered as incentives to gurus to pass the upper primary and middle vernacular scholarship examinations respectively.

(8) For girls' and night pathsalas Re. 1 monthly was allowed, provided the monthly average attendance exceeded 10; and for each girl a capitation fee of 2 annas was allowed in addition.

(9) Chief gurus obtained Rs. 3 a month for inspection work.

In Rungpore also the chief guru system has lately been introduced.

209. *Dinagepore.*—Population 1,514,346; primary grant raised from Rs. 13,000 to Rs. 15,000; expenditure Rs. 14,066, of which Rs. 938 were spent on 17 upper primary schools, and Rs. 1,347 on salaries and travelling allowances of two Sub-Inspectors. The upper primary schools were 17 with 499 pupils, against 18 with 552 pupils. The lower primaries numbered 545 with 12,777 pupils, against 545 with 12,691. The Sub-Inspectors paid 2,229 visits *in situ* to the lower primaries. Of the boys of school-going age one in 8 is at school. At the upper primary scholarship examination 30 candidates appeared from 13 schools, and 9 were successful. At the lower primary scholarship examination 88 schools sent up 219 pupils, of whom 98 were successful. The returns show that 165 schools with 4,300 pupils have attained the scholarship standard, 353 schools with 7,878 pupils are below that standard but use printed books, and 30 schools with 664 pupils use no printed books. The examinations for rewards are held half-yearly, two standards being fixed below that of the primary scholarship:—

Standard I.—(*a*) To read and explain Infant Teacher, Part III; (*b*) to write fairly from dictation; (*c*) to work sums in addition and subtraction.

Standard II.—(*a*) To read and explain the first fifty pages of Bodhoday; (*b*) to write from dictation correctly and clearly from a book not more difficult than Bodhoday; (*c*) to work sums in arithmetic in the first four rules, with compound addition and subtraction; (*d*) to know and apply the rules of Subhankari up to *batsar mahina*.

A guru receives no reward for passing a boy a second time by the same standard. Rewards of six annas, twelve annas, and one rupee are given for boys passing in the several standards. A reward for attendance is also given if the average attendance has been not less than 15 daily. The above rewards are doubled for girls. The Magistrate, Mr. Tute, made a point of visiting every school which he came across during his tours, and after taking into consideration the jungly nature of the district, has come to the conclusion that the schools are in a fairly good state.

210. *Rajshahye.*—Population 1,338,638; primary grant raised from Rs. 12,000 to Rs. 16,000; expenditure Rs. 13,593, of which Rs. 1,951 were spent on 46 upper primary schools and Rs. 175 on 15 girls' schools. Upper primaries rose from 33 to 48, and their pupils from 1,151 to 1,844. Lower primaries advanced from 479 with 12,574 pupils to 557 with 14,350 pupils. The Sub-Inspectors paid 780 visits *in situ* to the lower primaries. Of the boys of school-going age one in 5·5 is at school. At the upper primary scholarship examination 40 candidates appeared from 17 schools, and 18 were successful. At the lower primary scholarship examination 140 schools sent up 334 candidates, of whom 217 were successful. The returns show that 140 schools with 3,710 pupils have attained the scholarship standard, 387 schools with 10,024 pupils are below that standard but use printed books, and 47 schools with 805 pupils use no printed books. The system of payment by results remains unchanged. A few stipendiary pathsalas (larger in number, however, than in the previous year) were retained to serve as models to the others. Examinations were held in reading and explanation, slate arithmetic, mental arithmetic, handwriting, bazar and zemindari accounts, and sanitation. The number of primary scholarships was increased from 10 to 15 during the year.

211. *Rungpore.*—Population 2,097,964; primary grant raised from Rs. 15,000 to Rs. 16,000; expenditure Rs. 15,938, of which Rs. 53 were spent on one middle school, Rs. 2,204 on 50 upper primary schools, Rs. 83 on five girls' schools, and Rs. 60 in stipends. Upper primaries declined from 60 with 1,842 pupils to 52 with 1,642 pupils. Two of these were grant-in-aid schools. The lower primaries were 704 with 14,190 pupils, against 561 with 11,889 pupils. The Sub-Inspectors paid 790 visits *in situ* to the lower primaries. Of the boys of school-going age one in 8·4 is at school. At the upper primary scholarship examination 40 candidates appeared from 24 schools, and 21 of them were successful. At the lower primary scholarship examination 432 candidates were sent up from 177 schools, and 171 were successful. The returns show that 258 schools with 5,929 pupils have attained the scholarship standard, 438 schools with 8,116 pupils are below that standard but use printed books, and 16 schools with 246 pupils use no printed books. The system in force was as follows:—

(*a*) Pathsalas attended by at least 10 pupils to be registered as open to inspection and entitled to send candidates for examination at each quarterly examination.

(*b*) Rewards to be given on the result of examination according to three standards; the middle one comprising the subjects for the lower primary scholarship examination, and the other two being respectively above and below that standard.

(*c*) Rewards of Re. 1-4, Re. 1-6, and Re. 1-8 to be given to the guru of each boy passing by these standards, and double rates to be allowed in the case of girls.

(*d*) Notices to be issued to all gurus who had earned rewards, informing them of the time and place of payment.

(*e*) Payment to be made by the Sub-Inspector, in the presence of the sub-divisional officer for the interior and of the Deputy Inspector for the sadar.

(*f*) Receipts to be taken at the time of payment.

From the 1st April 1884 chief gurus have been employed, whose duty it will be to inspect and improve the pathsalas in their divisions.

212. *Bogra.*—Population 734,358. Primary grant raised from Rs. 5,000 to Rs. 6,000; expenditure Rs. 6,000, of which Rs. 1,243 were spent on 22 upper primary schools. The upper primaries rose from 22 to 24, and their pupils from 815 to 910. Two of these were grant in-aid schools. Lower primaries advanced from 148 with 4,143 pupils to 253 with 6,395 pupils. The Sub-Inspectors paid 634 visits *in situ* to the lower primaries. Of the boys of school-going age one in 6·2 is at school. At the upper primary scholarship examination 38 candidates competed from 14 schools, and 13 were successful. At the lower primary scholarship examination 88 schools sent up 285 candidates, of whom 138 were successful. The returns show that 92 schools with 2,787 pupils have attained the scholarship standard, 120 schools with 2,904 pupils are below that standard but use printed books, and 49 schools with 830 pupils use no printed books at all. The chief guru system of pathsala organisation, as elsewhere shown, was introduced during the year, with the best results. The Magistrate, Mr. Livesay, examined a very large number of pathsalas all over the district during his cold-weather tour, and was on the whole satisfied with their condition. He attributes the success of primary education to the efforts of the present Deputy Inspector, Baboo Uma Prasad De.

213. *Pubna.*—Population 1,311,728. Primary grant raised from Rs. 10,000 to Rs. 12,200; expenditure Rs. 12,180, of which Rs. 134 were spent on two middle and Rs. 2,855 on 64 upper primary schools, Rs. 428 on 80 girls' schools, and Rs. 360 on the salary of a Sub-Inspector. The upper primaries fell from 68 with 2,392 pupils to 66 with 2,318 pupils. Lower primaries were 844 with 20,664 pupils, against 273 with 8,032 pupils. The number of schools and pupils has therefore much more than doubled. This remarkable result, the Deputy Inspector states, is "due to the expansion of the system of primary instruction under head gurus." It will be seen directly that as many as 578 lower primary schools below the scholarship standard, or more than double the whole number of lower primaries last year, are returned as reading printed books. It is surprising that so many schools, so far advanced, should have for many years escaped the attention of the inspecting officers. The Sub-Inspectors paid 695

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visits *in situ* to the lower primaries. Of the boys of school-going age one in 3·7 is at school. At the upper primary scholarship examination 133 pupils competed from 55 schools, and 62 were successful. At the lower primary scholarship examination 104 schools sent 327 pupils, of whom 63 were successful. The returns show that 149 schools with 4,745 pupils have attained the scholarship standard, 578 schools with 13,534 pupils are below that standard but use printed books, and 209 schools with 3,767 pupils use no printed books. From September last the following scheme was introduced :—(1) The system of fixed stipends was put an end to. (2) Gurus to receive rewards according to the attendance and progress of their pupils. (3) The reward for attendance to be at the rate of eight annas for every five boys, up to a limit of Rs. 2. (4) No pathsala to earn more by attendance than by examination. (5) Progress to be tested by the annual scholarship examinations, and by half-yearly examinations in a lower standard consisting of reading, dictation, the first four rules of arithmetic, simple and compound, and Subhankari. (6) Rewards of Rs. 2, 3, and 4 to be allowed for passing a candidate at the lower primary examination, and of Rs. 3, 4, and 5 for passing at the upper primary examination, according to the division in which the candidate may pass. Sums of one rupee, 12 annas, and 8 annas to be allowed for passing pupils at the half-yearly examination. (7) Special rewards to be allowed to gurus for keeping night pathsalas for labourers. (8) Double rates to be allowed for girls. (9) For the improvement of the gurus, rewards of Rs. 5, 20, and 25 to be allowed to each guru passing the lower or upper primary or the middle vernacular examination.

214. *Darjeeling.*—Population 155,179. Primary grant Rs. 2,000; expenditure Rs. 960, all spent on 13 lower primary schools. The upper primaries numbered 9, with 352 pupils, all aided from the grant-in-aid fund; and the lower primaries were 32, with 649 pupils. No pupils competed for upper primary scholarships, but eight of the Terai pathsalas sent 17 pupils to the lower primary scholarship examination, of whom 9 passed. The returns show that 13 schools with 198 pupils have attained the scholarship standard, and that 19 schools with 451 pupils are below that standard but use printed books. Towards the close of the year the following system of payment by results was introduced in the schools of the Terai. All gurus, while receiving fixed monthly stipends of Rs. 5 each, were entitled to send boys to compete for rewards at the half-yearly examinations. The subjects were: (*a*) literature (divided into three stages, high, middle, and low); (*b*) arithmetic, high and low; (*c*) sanitation; (*d*) bazar and zemindari accounts, and simple mensuration. A reward of Rs. 5 was also given to a guru for every boy passing at the lower primary examination; and a guru passing by the upper primary or middle vernacular standard could earn a reward of Rs. 10 or 20 respectively. Small rewards in books were also given to pupils passing the reward examination. The Darjeeling Hill schools are placed under the control of the Scotch Mission. They are supported partly by a grant-in-aid, partly from the primary fund of the district, and partly from mission contributions. There were altogether 19 schools, one a normal school, six upper, and 12 lower primaries. They cost Rs. 5,409, of which Rs. 1,050 were paid from the grant-in-aid assignment, Rs. 960 from the primary grant, Rs. 365 for normal school stipends, and Rs. 3,034 from mission funds. The difference in standard between the upper and lower primaries is reported to be small.

215. *Julpigori.*—Population 581,562. Primary grant Rs. 9,490, including contributions from the Estates' Improvement Fund; expenditure Rs. 8,611, of which Rs. 959 were spent on 121 upper primary schools, and Rs. 244 on 10 girls' schools. Upper primaries numbered 12, with 350 pupils. The lower primaries were 138 aided with 2,704 pupils, and 18 unaided with 330 pupils, the total number of schools being 156 and of pupils 3,034. The Sub-Inspectors paid 422 visits *in situ* to the lower primaries. Of the boys of school-going age one in 10·8 is at school. At the upper primary scholarship examination 27 pupils competed from 11 schools, and 7 were successful. At the lower primary scholarship examination 49 schools sent 135 candidates, of whom 55 were successful. The returns show that 81 schools with 1,812 pupils have attained the scholarship standard, and that 88 schools with 1,375 pupils are below that standard but use printed books. Primary schools were aided either by monthly stipends or by rewards after examination, or by both. The monthly

stipends ranged from Rs. 3 to 7, according to the thannah in which the schools were situated, and according as they taught the lower or the upper primary standard. Gurus of girls' pathsalas received Rs. 2 a month for every five girls. A limit was fixed to the number of stipends, and if any stipendiary guru moved his school, the stipend was withdrawn and the number permanently reduced. The rates of rewards for non-stipendiary schools were double those for stipendiaries.

216. DACCA DIVISION.—Of the boys of school-going age 1 in 2·8 is at school. The total number of primary schools for boys has increased from 8,316 schools with 177,939 pupils to 9,473 schools with 207,782 pupils. Upper primary schools for boys have advanced from 223 with 9,098 pupils, to 273 with 11,190 pupils. Lower primaries for boys have risen from 8,093 with 168,841 pupils, to 9,200 with 196,592 pupils. The system of payment by results is in operation in all the districts of the division.

217. *Dacca.*—Population 2,116,350. The primary grant was raised from Rs. 21,977 to Rs. 23,712. The expenditure amounted to Rs. 21,820, of which Rs. 1,158 were spent upon 30 upper primary schools for boys, and Rs. 782 upon 28 schools for girls. The total number of primary schools for boys has fallen off from 2,339 with 47,331 pupils, to 2,121 with 46,824 pupils. Upper primary schools for boys have advanced from 39 with 1,272 pupils, to 54 with 2,010 pupils. Lower primary schools for boys have declined from 2,300 with 46,059 pupils, to 2,067 with 44,814 pupils. The reward examinations were held at 129 centres. Out of 2,122 non-stipendiary lower primary schools with 42,565 pupils, 1,864 schools sent to the examinations 38,568 candidates, or 90·6 per cent. of the total number of pupils. These candidates earned Rs. 9,571 as rewards for their gurus, and Rs. 788 given in books as prizes for themselves. The Sub-Inspectors paid 801 visits *in situ* to the lower primaries. Of the boys of school-going age one in 2·6 is at school. At the upper primary scholarship examination 48 candidates were sent up from upper primary schools, and 23 were successful. At the lower primary scholarship examination 744 candidates appeared from lower primary schools, of whom 350 passed. The returns show that 534 schools with 18,256 pupils have attained the scholarship standard; 1,352 schools with 24,193 pupils are below that standard but read printed books, and 181 schools with 2,365 pupils use no printed books. Some important changes were made in the system of administration. The district was divided into 129 centres, for each of which a Board of Examiners was appointed. The pundit of the local school, or the guru of a neighbouring stipendiary pathsala, was appointed secretary to the Board. The secretary distributed examination notices, collected annual returns, formed a channel of communication with the teachers of unaided schools, and saw that boys from the pathsalas and maktabs in his circle presented themselves for examination. For this he received a reward of four annas for each school examined at the centre, subject to a maximum limit of Rs. 10 a year. The inspecting pundit of each thannah assisted and supervised the work of these secretaries, inspected the unaided pathsalas and the principal maktabs in his thannah, made their teachers keep regular registers, instructed them in the ways of school management and teaching, and reported their existence, establishment, or closure to the Sub-Inspector, who kept a register of these schools, and himself inspected as many of them as possible. The inspecting pundit also furnished each Board of Examiners with a list of the schools within its circle, with particulars as to length of existence, &c. The examinations were conducted by the Boards of Examiners on one and the same day throughout the district; and instead of payment on the spot, the rewarded gurus were given cheques for the amounts earned, the counterfoils of which, with their signatures, together with the lists of rewarded schools and other particulars, were forwarded by the Boards to the Sub-Inspectors. The standards of examination and the scales of reward were much the same as in previous years. The Sub-Inspectors then drew bills separately for each thannah, to which the money was sent through the police, the Sub-Inspector and the inspecting pundit being present at each thannah on the appointed day to make payments and collect the annual returns.

218. *Furreedpore.*—Population 1,631,734. The primary grant was Rs. 14,000, against Rs. 12,020 of the previous year. The expenditure amounted to Rs. 13,999, of which Rs. 2,092 were spent on 44 stipendiary

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upper primary schools for boys. The total number of primary schools for boys has advanced from 758 with 23,402 pupils, to 1,286 with 32,938 pupils. Upper primary schools for boys have risen from 43 with 1,786 pupils, to 52 with 2,109 pupils. Lower primary schools for boys have increased from 715 with 21,616 pupils, to 1,234 with 30,829 pupils. The primary reward examinations were held at 136 centres. Out of the 1,088 non-stipendiary lower primary schools in the district, with 24,167 pupils, 1,051 schools sent to the examinations 15,827 candidates, or 65·4 per cent. of the total number of pupils. These candidates earned Rs. 3,780 as rewards for their gurus, and Rs. 135 as prizes in books for themselves. The Sub-Inspectors paid 1,040 visits to lower primaries *in situ*. Of the boys of school-going age one in 3·2 is at school. At the upper primary scholarship examination 103 candidates were presented from upper primary schools, of whom 47 passed. At the lower primary scholarship examination, out of 561 pupils sent up from lower primary schools 330 were successful. The returns show that 219 schools with 8,057 pupils have attained the scholarship standard, 728 with 16,573 pupils are below that standard but use printed books, and 287 with 6,219 pupils read no printed books at all. The Deputy Inspector of Furreedpore reports that "the chief guru system was worked out with care. The principal duties of a chief guru were to issue notices to pathsalas, to give necessary instructions to gurus, and to submit monthly returns of the pathsalas to the Sub-Inspectors. He was to inspect pathsalas only when he could conveniently do so. He received eight annas for every pathsala that came to the examination, and eight annas a year for carrying on correspondence with Sub-Inspectors. For the inspection of non-stipendiary pathsalas four inspecting pundits were entertained, and they visited most of the registered pathsalas and maktabs in their respective circles." The standards of primary examinations and the rates of reward were the same as in previous years. The examinations at 80 of the centres were conducted by the Sub-Inspectors, and at 56 centres teachers of middle schools were employed. Nearly two-thirds of the district allotment were spent on stipendiary schools, only a little over Rs. 4,000 being left for rewarding non-stipendiary pathsalas. The Deputy Inspector explains as follows how this happened: "We had expected that Rs. 15,000 would be available from the provincial revenues, and at least Rs. 1,000 from the Government Estates' Improvement Fund, for primary education in the district for the year under report. But the allotment was fixed at Rs. 14,000, and it was ordered that nothing was to be had from the Estates' Improvement Fund; so at the close of the year we found that the funds available for rewards to non-stipendiary pathsalas were Rs. 2,000 less than what we had estimated when beginning our year's operations." The Deputy Inspector presses for a considerable increase to the primary allotment of the district. It has been raised for the current year to nearly Rs. 17,000.

219. *Backergunge.*—Population 1,900,889. The total number of primary schools of all descriptions has risen from 2,032 with 53,652 pupils to 2,722 with 67,489 pupils. Upper primary schools for boys have risen from 82 with 3,569 pupils to 105 with 4,485 pupils. Lower primary schools for boys have risen from 1,934 with 49,754 pupils to 2,604 with 62,724 pupils. The primary grant was raised from Rs. 17,000 to Rs. 20,000. The total expenditure amounted to Rs. 20,225, the excess being met out of the amount received by the Magistrate as commission on the price of books purchased for distribution to the pupils of indigenous pathsalas as rewards. Of the total expenditure, Rs. 878 were spent on 10 stipendiary middle vernacular schools, and Rs. 3,650 on 88 stipendiary upper primary schools for boys. The primary reward examinations were held at 149 centres. Out of 2,170 non-stipendiary lower primary schools with 52,617 pupils, 2,080 schools sent up to the examinations 40,005 candidates, or 76 per cent. of the total number of pupils in the district. These candidates earned Rs. 6,284 as rewards for their gurus, and Rs. 3,342 given as prizes in books for themselves The Sub-Inspectors paid 728 visits to lower primaries *in situ*. Of the boys of school-going age one in 2·1 is at school. At the upper primary scholarship examination, upper primary schools sent up 130 candidates, of whom 33 were successful. At the lower primary scholarship examination, out of 737 pupils sent up from lower primaries 447 passed. The returns show that 676 schools

with 19,342 pupils have attained the scholarship standard, 1,454 schools with 36,440 pupils are below that standard but read printed books, and 474 with 6,942 pupils read no printed books. The Deputy Inspector of Backergunge reports that at the beginning of the year a general revision of stipendiary grants was made, and all Rs. 5 and Rs. 2½ grants were withdrawn in order to set free funds for payment by results. For the better inspection of unaided pathsalas 83 chief gurus were appointed, each of them having under him on an average 28 pathsalas. These they were required to inspect, and to give instruction to their gurus, once a quarter, receiving one anna for each visit during the dry and two annas during the rainy season. Special annual rewards were given to those who had more than 30 pathsalas under them. "Some of the pathsala gurus, from whom stipends were withdrawn, refused to place themselves under the inspection of the chief gurus, whom they did not consider in any way superior to them. This is another reason why it is necessary to appoint as chief gurus those only who are better educated than the common class of gurus. For the guidance of chief gurus the Magistrate framed rules, under which they were required to establish a pathsala in every village within their circles, with the assistance of the panchayets. It is chiefly to this circumstance that we owe the present very large extension of primary education." The examination of unaided pathsalas commenced in January, and was conducted at 149 centres. The scale of rewards for passing boys at the primary scholarship and lower examinations, and the standards for the latter, were much the same as in other districts. The examinations were conducted by the Sub-Inspectors. Rewards to boys were given in books. Pathsalas of one year's standing obtained the full reward; those that had existed for six months obtained half.

220. *Mymensingh.*—Population 3,051,966. The primary grant was raised from Rs. 24,171 to Rs. 28,496. The total expenditure amounted to Rs. 28,393, of which Rs. 130 were spent on three middle vernacular schools, and Rs. 2,337 were spent on 51 upper primary schools. The total number of primary schools of all descriptions has advanced from 3,480 with 57,759 pupils to 3,669 with 64,805 pupils. Upper primary schools for boys have advanced from 59 with 2,471 pupils to 62 with 2,586 pupils. Lower primaries for boys have advanced from 3,144 with 51,412 pupils to 3,295 with 58,205 pupils. The primary examinations for rewards were held at 150 centres. Out of the 3,154 non-stipendiary lower primary schools with 51,147 pupils in the district, 1,325 schools sent up to the examinations 10,384 candidates, or 23 per cent. of the total number of pupils. These candidates earned Rs. 4,100 as rewards for their gurus, and Rs. 609 as prizes in books for themselves. The Sub-Inspectors paid 429 visits *in situ* to lower primaries Of the boys of school-going age one in 3·5 is at school. To the upper primary scholarship examination upper primary schools sent up 125 candidates, of whom 50 passed. At the lower primary scholarship examination, out of 966 candidates sent up from lower primaries, 497 were successful. The returns show that 496 schools with 15,337 pupils have attained the scholarship standard, 2,540 with 39,598 pupils are below that standard but read printed books, and 259 with 3,270 pupils read no printed books. The Deputy Inspector of Mymensingh reports that "efforts were this year directed not towards the increase of schools but towards the consolidation, organisation, and improvement of those already brought under inspection in previous years." With this view the following measures were adopted. The sub-circles were rearranged; each model (that is, chief) guru was required to visit the pathsalas under him twice every month, to report to the Sub-Inspector the particulars of his visit, together with a detailed progress return of the girls under instruction, and to teach the gurus those subjects in which they were found deficient. Five inspecting pundits were appointed, to check the work of the chief gurus as well as to inspect pathsalas. The 150 model gurus are reported to have paid 53,129 visits during the year. The average number of visits paid by each guru was therefore 354, or nearly 20 visits in the course of the year to each of the 18 schools (on an average) which were placed under him. For these duties he received an additional allowance of Rs. 32 or Rs. 33 in the year. As each of the gurus had his own school also to attend to, and as his visits to the pathsalas under him were paid during their regular hours of sitting, his visits were necessarily

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of a very cursory kind. Every guru was required under the rules adopted in the district to pay 24 visits to each school under him. For the proper check of the Sub-Inspectors' accounts, each of those officers was required to open a cash account book, in which entries were made daily, and a copy of which was sent every month to the Deputy Inspector. The dates of payment to the gurus under each Sub-Inspector were fixed once for all by a circular; gurus not getting their stipends, &c., on the appointed dates were enjoined in that circular to report the fact at once to the Deputy Inspector. Subdivisional officers were requested to examine the Sub-Inspectors' books and balances once every month. The primary examinations in the district are held under one standard only, which is about a year below the primary scholarship course. For passing in each of four subjects (reading Sisushikhya, Part III, good handwriting, two simple and compound rules with tables, and Subhankari rules) a boy earned four annas for his guru, and a girl the same amount with four annas for herself in addition. A candidate passing in three or more subjects was given an additional reward in the form of a book. The examinations were held during December and January by the Sub-Inspectors and inspecting pundits. The Deputy Inspector complains that the number of Sub-Inspectors is insufficient for the work of the district. Much of the time of these officers may, however, be saved for inspection if the examinations be conducted through local committees, and a system of cheques and money-orders be adopted instead of cash payments by Sub-Inspectors. These changes would also secure the services of persons independent of the Department to testify to the existence and character of the large number of aided pathsalas in the district—a testimony which is the more necessary, because only a small proportion of the pupils of rewarded primaries (namely, 23 per cent.) actually appeared at the examination.

221. CHITTAGONG DIVISION.—Of the boys of school-going age one in 1·8 is at school. The total number of primary schools for boys has fallen from 7,472 with 157,888 pupils to 6,247 with 140,758 pupils. Upper primary schools for boys have declined from 122 with 4,531 pupils to 120 with 4,535 pupils. Lower primaries have declined from 7,350 with 153,357 pupils to 6,127 with 136,223 pupils. The decrease has resulted from increased strictness in the distribution of rewards, and in a still greater degree from the non-registration of insignificant or evanescent schools. The system of payment by results is in full operation in every district of the division except the Hill Tracts.

222. *Tipperah.*—Population 1,519,338. The primary grant was raised from Rs. 23,303 to Rs. 25,000. Expenditure Rs. 20,802, of which Rs. 310 were spent on seven middle vernacular schools, Rs. 1,275 were spent on 43 upper primary schools, Rs. 712 on 97 girls' schools, and Rs. 1,788 on inspecting pundits. The total number of primary schools for boys has fallen from 4,412 with 86,604 pupils to 3,472 with 69,725 pupils. Upper primary schools for boys have declined from 73 with 2,482 pupils to 51 with 1,695 pupils. One of them was a grant-in-aid school, and seven were circle schools. Lower primaries have fallen from 4,233 with 82,807 pupils to 3,323 with 66,745. Of the 64,514 pupils returned from the 3,293 rewarded primaries, 43,251 pupils, or 67· per cent. of the whole number, earned rewards for their teachers. This is exclusive of the number of pupils who presented themselves at the examination centres, but were rejected or could earn no rewards. The Sub-Inspectors paid 656 visits *in situ* to the lower primaries. Of the boys of school-going age one in 1·6 is at school. At the upper primary scholarship examination 52 candidates were sent up from 28 schools, and 15 were successful. At the lower primary scholarship examination 552 candidates appeared from 194 schools, of whom 179 passed. The returns show that 264 schools with 6,537 pupils have attained the scholarship standard, 2,021 schools with 40,423 pupils are below that standard but read printed books, and 1,038 schools with 19,785 pupils use no printed books. In reference to the reported decrease of schools the Magistrate remarks:—"I have before this said that the number of pathsalas and maktabs varies with the seasons; and I find it surmised that because the examination was held at harvest time, and because the time for opening new maktabs is after the harvest, there has been a falling off in the number of schools returned. I notice, however, that the failure of schools is very uneven. Thanas Daudkandi, Chauddagram, and

Haziganj lost over 200 schools each. This clearly portrays something irregular, and in future enquiry will be made. The Sub-Inspector of Chandpur has reported that in some centres the rejection of some schools from examination was resented by the gurus, some of whom withdrew from the examination. I myself believe that the harvest and the simultaneousness with which the examining committees sat fully explain the falling off in the number of schools. One and the same *ustad*, or schoolmaster, not unfrequently presides over three or four different maktabs—in one his class assembles in the morning, in another in the afternoon, in a third at night. Other *ustads* wander round the country teaching special subjects in each place they visit. They spend from one to three or four months, according to their welcome. I have no doubt that if these *ustads* fell in the way of the examinations they would produce before the examiners, and benefit by, as many of their classes as they could. The best way to stop trickery and fraud will be to combine simultaneousness of examination with previous registration." As before remarked, the registration of indigenous pathsalas, and more especially of indigenous maktabs, has been greatly overdone in this district in past years. They contributed to no purpose of elementary secular instruction; and when returned (as they should be) in future years, they should be classed as private and not as public institutions, in accordance with the definitions now accepted. The other causes named by the Magistrate doubtless had their weight. The reward examinations in each subdivision were finished in a single day, so that the examinations for the whole district occupied only four days instead of the four months, December to March inclusive. Cheques in lieu of cash were distributed by the examiners among the gurus entitled to rewards, the counterfoils being forwarded to the Magistrate. The gurus were summoned to police-stations on the days appointed for payment, when the Sub-Inspectors disbursed the amounts due and got back the cheques originally given.

223. *Noakholly.*—Population 820,772. The primary grant was Rs. 15,000, which was supplemented by Rs. 120, the amount of the contribution from wards' estates, and by Rs. 40 from other sources. Of this, Rs. 69 were spent on a stipendiary middle vernacular school, Rs. 2,046 were spent on 28 upper primary schools and 85 schools for girls, and Rs. 1,280 on inspecting pundits. The total number of primary schools for boys has declined from 1,850 with 40,441 pupils to 1,778 with 41,736 pupils. Upper primary schools for boys have risen from 29 with 1,143 pupils to 40 with 1,499 pupils; while lower primary schools have fallen from 1,821 to 1,652, the number of pupils rising from 39,298 to 39,445. Of the 36,169 pupils returned from 1,592 primaries, 28,100 pupils, or 77·68 per cent., actually earned rewards for their teachers. The examinations were conducted at 82 centres. Sub-Inspectors and head teachers of middle schools were employed to conduct the central examinations simultaneously in each thannah, and the Sub-Inspectors jointly distributed the rewards. "The standard of efficiency was somewhat raised this year." The Sub-Inspectors paid 594 visits *in situ* to the lower primaries. Of the boys of school-going age one in 1·5 is at school. At the upper primary scholarship examination 39 candidates appeared from 18 schools, of whom 26 were successful. At the lower primary scholarship examination, out of 465 candidates sent up from 154 schools 237 passed. The returns show that 167 schools with 4,845 pupils have attained the scholarship standard, 928 with 22,272 pupils are below that standard but use printed books, and 557 with 12,328 pupils use no printed books whatever. The decrease in the number of rewarded primaries is thus accounted for by the Deputy Inspector: "The decrease of 188 rewarded lower primary schools with 380 pupils is partly attributed to the outbreak of small-pox in January, February, and March, on account of which a good number of schools did not assemble at central examinations, and partly to the fact that, agreeably to the reward examination rules, boys' schools which did not exist on or before the 15th November last, and which did not show an average daily attendance of five pupils, and which did not bring at least seven pupils to the centres of examination, as also opposition schools managed by incompetent teachers who charged no fees, were not allowed to compete for rewards." The adoption of stricter rules regarding the registration of indigenous schools led to the entire disappearance of that class of schools from the returns "The

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small registration fee offered, viz., 4 to 8 annas, was not sufficient inducement for the teachers to undergo the trouble of procuring the required certificates." The system under which the primary grant was administered remains substantially the same as in the previous year. In addition to the above mentioned rule about schools that had been only a short time in existence, the following changes were made during the year. Prizes to boys were given after competitive examinations. Printed registers and visitors' books were given to the teachers as part of their rewards. A certificate from the teacher of an aided school was required before a school would be registered. The rates of rewards were increased in the case of girls' schools, and of schools in the islands of Hatiya, Bamni, and Badu. Rewards were offered to gurus for passing the upper or lower primary examinations. Provision was made for giving money-rewards to selected successful candidates at the lower primary examination, conditionally on their joining schools of a superior class to carry their studies further.

224. *Chittagong.*—Population 1,132,341. The primary grant was Rs. 15,000; expenditure Rs. 14,289, of which Rs. 1,023 were spent on 19 stipendiary upper primary schools, and Rs. 4,100 upon 74 stipendiary lower primary schools for boys and 12 schools of the same class for girls. The total number of primary schools for boys has fallen off from 1,313 with 32,093 pupils to 1,176 with 31,272 pupils. Lower primary schools for boys have decreased from 1,293 with 31,187 pupils to 1,147 with 29,931 pupils; but the number of upper primary schools has risen from 20 with 906 pupils to 29 with 1,341 pupils. Of the 26,669 pupils returned from 1,059 rewarded primaries, 20,961 pupils, or 78·6 per cent., were examined at centres. This includes those pupils who presented themselves for examination, but who were rejected or could not earn rewards. The Deputy Inspector reports that out of 29,931 pupils in boys' lower primary schools of all kinds, 20,955, or 70 per cent., read printed books, and 8,976, or 30 per cent., do not. These figures show that only the most backward schools and pupils were rejected. The Sub-Inspectors paid 290 visits *in situ* to the lower primaries. Of the boys of school-going age one in 2·3 is at school. At the upper primary scholarship examination 69 candidates were sent up from 24 schools, and of these 21 were successful. At the lower primary scholarship examination 410 pupils appeared from 104 schools, of whom 206 passed. The returns show that 135 schools with 6,005 pupils have attained the scholarship standard, 833 with 20,369 pupils are below that standard but use printed books, and 179 with 3,557 pupils use no printed books at all. With respect to the falling off in the number of rewarded primaries, the Deputy Inspector remarks that lower primary schools with very small attendance and of low organisation were not permitted to appear at the central examinations. "The Sub-Inspectors were also directed not to examine the pupils of those pathsalas of which the gurus could not prove to their satisfaction that the pathsalas had been actually in existence for a certain portion of the year." Further, no unaided pathsalas were registered during the year, and the kyoungs, or Buddhist monasteries, were not shown as primary schools, as before, but were included under a separate heading. The examinations for rewards of non-stipendiary schools were conducted during the three months from November to January. The examinations were held at 79 centres, at each of which there was a local committee; all these local committees were presided over by the Sub-Inspectors, who went about from centre to centre. During the months from July to September the kyoung examiner examined 27 kyoungs with 488 pupils in the Chittagong district. Of the 488 pupils, 72 were declared to have passed in the first and 15 in the second standard of language, and only two boys in the first standard of arithmetic. Each boy passing by the first standard earned a reward of one rupee for himself and two rupees for his teacher, and each boy passing by the second standard earned a reward of two rupees for himself and four rupees for his teacher. The rewards amounted to Rs. 306. The reward to the raolis (or teachers) was given in cash, and those to the pupils in books. The system of primary administration remains the same as before. The only alteration has been the appointment in January last of 10 inspecting pundits, for the inspection of non-stipendiary primaries. These officers are of three grades, the salaries varying from Rs. 12 to Rs. 18.

The important reform of holding the examinations in the entire district simultaneously, by the agency of local committees, is now under consideration. The other important reform of the substitution of cheques for cash payment will also probably be adopted during the year.

225. *Chittagong Hill Tracts.*—Population 101,597. The number of lower primary schools has risen from three with 65 pupils to five with 102 pupils. There is no special primary grant. The average number of pupils to a school, which is about 20, was nearly the same as in the previous year. These schools are as yet unable to send up pupils to the primary scholarship examination. The other schools in the Hill Tracts are those attached to Buddhist monasteries. These were examined by the kyoung examiner, who recommended the distribution of Rs. 45 in Burmese books and in cash as rewards. These schools have been rightly shown in the returns as "private" institutions; those of the Chittagong district having been erroneously included under special schools. No other kyoungs submitted to the examination or furnished returns.

226. PATNA DIVISION.—Of the boys of school-going age one in 6·9 is at school. The chief guru system continues in force in the division, but the rates of rewards in the different districts have been fixed with reference to local circumstances and requirements. The number of upper primary schools was 258 with 10,177 pupils, against 248 with 9,188 pupils in the preceding year. The lower primaries have advanced from 11,039 with 122,674 pupils to 11,654 with 136,355 pupils. This moderate increase is shared by all the districts except Patna, which shows a marked falling off. The largest share of the increase was in Durbhunga, where many indigenous schools have been transferred to the primary class. In Shahabad there has been a slight loss of schools, accompanied by a large increase in the number of pupils.

227. *Patna.*—Population 1,756,856. The primary grant was Rs. 19,000, and the expenditure Rs. 18,287; of which Rs. 606 were spent on eight middle and Rs. 4,390 on 49 upper primary schools, and Rs. 60 on one lower primary girls' school. The total number of aided lower primary schools was 1,452 with 19,658 pupils, against 1,794 with 22,444 pupils. Unaided schools numbered 512 with 5,065 pupils, against 358 with 3,798 pupils. A large number of the most elementary pathsalas have therefore been transferred to the unaided class, while many have altogether disappeared from the returns. The number of stipendiary pathsalas was 109. The district is divided into 80 circles, each under a chief guru. The Sub-Inspectors paid 992 visits *in situ* to the lower primaries. Of the boys of school-going age one in 4·2 is at school. At the upper primary scholarship examination 49 schools sent up 89 candidates, of whom 8 were successful. Of 4,632 pupils from 744 schools, 2,969 passed the lower primary scholarship examination. At 43 central gatherings 9,548 pupils from 731 schools were examined by the Deputy Inspector. The returns state that 1,167 schools with 15,843 pupils have attained the scholarship standard, 199 with 2,216 pupils are below that standard but read printed books, and 598 with 6,664 pupils read no printed books at all. The statement that so large a number of schools have reached the scholarship standard appears to require revision.

228. *Gyá.*—Population 2,124,682. The primary grant was Rs. 15,000, and the expenditure Rs. 14,596; of which Rs. 7,707 were spent on one middle and 81 upper primary schools. The total number of aided lower primary schools was 1,440 with 16,739 pupils, against 1,414 with 16,300 pupils. No unaided school has been returned. The number of stipendiary schools was 162. There are 53 chief gurus. The Sub-Inspectors paid 624 visits *in situ* to the lower primaries. Of the boys of school-going age one in 7·2 is at school. At the upper primary scholarship examination 61 schools sent up 17 candidates, of whom 62 were successful. Of 2,201 pupils from 521 schools 1,088 passed the lower primary scholarship examination. At 41 central gatherings 10,160 pupils from 701 schools were examined by the Deputy Inspector. The returns show that 521 schools with 7,815 pupils have attained the standard of the lower primary scholarship examination, 265 with 3,180 pupils are below that standard but read printed books, and 657 with 5,764 pupils read no printed books.

229. *Shahabad.*—Population 1,964,909. The primary grant is Rs. 14,000. Out of this Rs. 190 was paid to two middle schools, and Rs. 1,161 to 16 upper primary schools. There has been a decrease of nine upper

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primary schools. The steady decrease in this class of schools during the last two years points to a more accurate classification. The total number of lower primary schools was 1,337 with 20,883 pupils, against 1,344 with 16,152 pupils. The number of aided primary schools was 1,218 with 19,597 pupils, against 1,208 with 14,965 pupils. The large increase in the number of pupils is ascribed to the great success of the system of payment by results, under which every school in the district is said to have come under regular supervision. Unaided pathsalas numbered 119 with 1,286 pupils, against 136 with 1,187 pupils. There were no stipendiary pathsalas, except those kept by the chief gurus and two pathsalas on the Rohtas plateau for Dhangars. There were 51 chief gurus. The Sub-Inspectors paid 870 visits *in situ* to the lower primaries. Of the boys of school-going age one in 5·8 is at school. At the upper primary scholarship examination 16 schools sent up 40 candidates, of whom 12 were successful. Of 4,445 pupils from 492 schools, 2,895 passed the lower primary scholarship examination. At 56 school gatherings, 14,711 pupils from 963 schools were examined by the Deputy Inspector. The returns show that 492 schools with 8,856 pupils have attained the lower primary scholarship standard, 502 with 7,491 pupils are below that standard but read printed books, and 327 with 3,845 pupils read no printed books. Owing to the large number of middle schools in the district the Magistrate has permitted the Sub-Inspectors to hold the half-yearly examinations instead of the Deputy Inspector.

230. *Sarun.*—Population 2,280,382. The primary grant was Rs. 14,000, and the expenditure Rs. 11,540. Out of this Rs. 88 were spent on one middle school, Rs. 1,753 on 26 upper primary schools, and Rs. 167 on 18 lower primary girls' schools. The total number of lower primary schools was 1,599 with 17,329 pupils. The number of aided primary pathsalas was 1,441 with 16,295 pupils, against 1,279 with 13,891. Unaided pathsalas numbered 158 with 1,034 pupils, against 122 with 826 pupils. The number of stipendiary pathsalas was 87. There are 82 chief gurus. The Sub-Inspectors paid 1,328 visits *in situ* to the lower primaries. Of the boys of school-going age one in 8·5 is at school. At the upper primary scholarship examination 19 schools sent up 51 candidates, of whom 27 were successful. Of 887 pupils from 289 schools, 375 pupils from 178 schools passed the lower primary scholarship examination. At 56 central gatherings 14,711 pupils from 963 schools were examined by the Deputy Inspector. The returns show that 545 schools with 7,232 pupils have attained the scholarship standard, 669 with 5,119 pupils read printed books, and 359 with 4,003 pupils use no printed books.

231. *Chumparun.*—Population 1,721,608. The primary grant was Rs. 12,000, and the expenditure was Rs. 11,903. Out of this Rs. 3,342 were spent on 38 upper primary schools, and Rs. 174 on two girls' schools. The total number of lower primary schools was 1,517 with 17,491 pupils; the number of aided pathsalas was 163 with 5,764 pupils. Unaided pathsalas numbered 1,206 with 14,569 pupils. The stipendiary pathsalas were 163. There were 46 chief gurus. The Sub-Inspectors paid 595 visits *in situ* to the lower primaries. Of the boys of school-going age one in 7·2 is at school. At the upper primary scholarship examination 26 schools sent up 56 candidates, of whom 20 were successful. Of 927 pupils from 212 schools, 328 passed the lower primary scholarship examination. At 22 central gatherings, 8,441 pupils from 684 schools were examined by the Deputy Inspector. The returns show that 212 schools with 4,500 pupils have attained the lower primary scholarship standard, 1,079 with 10,053 pupils are below that standard but read printed books, and 185 with 1,025 pupils read no printed books.

232. *Mozufferpore.*—Population 2,582,060. The Government grant was Rs. 18,000, and the expenditure Rs. 14,094. Out of this Rs. 878 were spent on 12 upper primary schools. The total number of lower primary schools was 2,855 with 22,897 pupils. The number of aided pathsalas was 2,855 with 22,897 pupils, against 2,826 with 23,140 pupils. The number of stipendiary pathsalas was 90. There were 89 chief gurus. The Sub-Inspectors paid 962 visits *in situ* to the lower primaries. Of the boys of school-going age one in 7·2 is at school. At the upper primary scholarship examination 14 schools sent up 25 candidates, of whom 7 were successful. To the lower primary scholarship examination 199 schools sent up 500 pupils, of whom 296 passed from 170

schools. At 23 central gatherings 3,282 pupils from 598 schools were examined by the Deputy Inspector. The returns show that 563 schools with 3,953 pupils have attained the scholarship standard, 969 with 7,683 pupils are below that standard but read printed books, and 1,323 with 11,261 pupils read no printed books at all. The Magistrate writes as follows regarding primary schools: "In spite of all that has been done, it must be confessed that the results are disappointing. The Deputy Inspector of Schools is of opinion that Government assistance is necessarily too detailed, by the large number of schools over which it is spread, to effect any substantial benefit or to apply any effective stimulus, and he thinks that the money spent in this way yields no adequate return. I think that we are doing all that it is possible to do with the means at our disposal. Though we do not make education compulsory, yet we establish the machinery required for it at the door of every villager in the district. The district contains about 3,000 square miles, and the number of primary schools assisted by Government is about the same, so that on an average every square mile of country has its primary school. There is, however, no general desire for education in the district, and books and publications of any kind are practically unknown to the masses. One of the greatest obstacles, perhaps, to the spread of education is to be found in the traditions of caste, which confine the little education that exists almost exclusively to a few castes—the Brahmins, Kayasths, Babhans, Rajputs, Bunniahs, and Mussulmans." The matter is receiving careful attention from Mr. Norman.

233. *Durbhunga.*—Population 2,633,447. The primary grant was Rs. 16,125, and the expenditure Rs. 12,441. Of this Rs. 766 were spent on 10 middle vernacular schools, Rs. 1,927 on 31 upper primary schools, and Rs. 21 on two lower primary girls' schools. The total number of aided lower primary schools was 1,053 with 20,297 pupils, against 470 pathsalas with 13,006 pupils. Only two unaided pathsalas were returned. There were 561 stipendiary pathsalas and 40 chief gurus. The Sub-Inspectors paid 728 visits *in situ* to the lower primaries. Of the boys of school-going age one in 8·9 is at school. At the upper primary scholarship examination 4 schools sent 10 candidates, of whom 5 were successful. To the lower primary scholarship examination 287 schools sent up 1,246 pupils, of whom 619 passed from 186 schools. At 94 central gatherings, 25,140 pupils from 1,206 schools were examined by the Deputy Inspector. Mr. Price, the Magistrate, writes as follows regarding primary schools:—"The primary schools of the district are stated to have more than doubled in respect of the number of pupils. But quantity does not always compensate for quality. The progress of primary education in this district, so far as I have been able to judge from the experience I have gained in my cold-weather tour, is extremely poor. This I attribute chiefly to defective supervision. Gurus get together a number of boys, show them to the Deputy Inspector and Sub-Inspectors, and get a Government stipend. The boys are really taught nothing, and as soon as the authorities leave the neighbourhood, desert the school." The Magistrate has in preparation a scheme for the improvement of the system of primary instruction, which will, it is hoped, meet the wants of the district. The returns show that 274 schools with 8,269 pupils have attained the scholarship standard, 182 with 4,032 pupils read printed books, and 64 with 1,387 pupils read no printed books. The Secretary to the District Committee, with whose views the Magistrate generally coincides, objects to the method of conducting the lower primary scholarship examination on the grounds (1) that the examination is held at too few centres, namely, at the subdivisional head-quarters alone; (2) that the candidates are packed together at the examination so closely that copying is easy, while the chief gurus are present with every temptation to help them; (3) that a common examination is altogether unnecessary, since the Deputy and Sub-Inspectors might just as well and much more easily examine the pathsalas *in situ*, reporting the result to the Magistrate; (4) that the standard is far too low, and that nothing under that of the upper primary scholarship ought to be recognised by the Department.

234. Bhagulpore Division.—Of the boys of school-going age one in 6·5 is at school. The total number of primary schools declined from 7,464 to 7,264, but their pupils advanced from 82,649 to 87,389. The upper primaries increased from 322 to 370, and their pupils from 10,945 to 13,109. The

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lower primaries were 6,894 with 74,280 pupils, against 7,142 with 71,704 of the preceding year. There has been a considerable increase in both schools and pupils in Bhagulpore and the Sonthal Pergunnahs. The number of schools has declined in Monghyr and Purneah: the loss of pupils is confined to Monghyr alone. The other districts show an increase under both heads. The loss in both schools and pupils in Monghyr would have been greater had not 176 night pathsalas been established during the year. This loss is attributed by the Deputy Inspector to the prevalence of scarcity.

235. *Bhagulpore.*—Population 1,966,158. Primary grant raised from Rs. 13,000 to Rs. 14,000, exclusive of the assignment from the Government Estates' Improvement Fund. Expenditure Rs. 14,130, of which Rs. 177 were spent on two middle schools, Rs. 5,752 on 102 upper primary schools, and Rs. 271 on 21 girls' schools: the rest was spent on the lower primaries for boys. The number of upper primaries was 102 as in the year before, but their pupils have risen from 3,104 to 3,781. They were all stipendiary. The lower primaries increased from 2,247 to 2,411, and their pupils from 14,732 to 17,155. The Sub-Inspectors paid 936 visits *in situ* to the lower primaries. Of the boys of school-going age one in 6·5 is at school. There were 100 chief gurus. Only 10,543 pupils from 1,473 schools were examined at 72 centres. At the upper primary scholarship examination 103 candidates were sent from 43 schools, and 24 were successful. Of 244 candidates from 130 schools, 54 passed at the lower primary scholarship examination. The returns show that 390 schools with 5,835 pupils have attained the scholarship standard, 516 with 2,066 pupils are below that standard but read printed books, and 1,505 with 9,254 pupils use no printed books. There were 685 Sonthals attending the schools; of these eight passed the lower primary scholarship examination and one obtained a scholarship. There was no change in the administration of the primary grant, except the payment of 4 annas a month to a guru for every girl reading in the pathsala.

236. *Monghyr.*—Population 1,969,774. Primary grant raised from Rs. 17,000 to Rs. 18,000. Expenditure Rs. 17,848; of which Rs. 8,330 were spent on 147 upper primary schools, Rs. 288 on 26 girls' schools, and the rest on lower primary schools. The upper primaries fell from 156 with 5,199 pupils to 147 with 4,207 pupils. All received fixed stipends. Lower primaries fell from 2,644 with 25,418 pupils to 2,158 with 22,177 pupils. The Sub-Inspectors paid 895 visits *in situ* to the lower primaries. Of the boys of school-going age one in five is at school. The number of chief gurus remained at 88, as in the year before. The Deputy Inspector examined at 72 centres 16,033 pupils from 1,653 pathsalas, and 3,913 boys obtained prizes. The Assistant Inspector was present at 30 of these gatherings. The District Magistrate presided at the examination of 45 pathsalas at seven centres: 663 pupils were assembled, of whom 85 obtained prizes. At the upper primary scholarship examination 166 candidates appeared from 83 schools, and 24 were successful. Of 3,049 candidates from 927 schools at the lower primary scholarship examination 987 were successful, including 8 Sonthals. The returns show that 1,514 schools with 15,713 pupils have attained the scholarship standard; 239 schools with 1,957 pupils are below that standard, but read printed books, and 405 with 4,527 pupils use no printed books. Here again there is a remarkable proportion of pathsalas returned as having reached the scholarship standard. There were altogether 531 Sonthals in the schools of the district. There was no change in the administration of the primary grant, except the payment of 4 annas a month to a guru for every girl taught.

237. *Purneah.*—Population 1,848,687. Primary grant raised from Rs. 10,000 to Rs. 11,000. Expenditure Rs. 7,907, of which Rs. 56 were spent on one middle, Rs. 1,378 on 23 upper primary, and Rs. 86 on three girls' schools, and the rest on the lower primary schools. The upper primaries rose from 15 with 587 pupils to 23 with 886 pupils; the lower primaries declined from 1,020 with 11,632 pupils to 972 with 11,337 pupils. The Sub-Inspectors paid 1,388 visits *in situ* to the lower primaries. Of the boys of school-going age one in eleven is at school. The number of chief gurus remained at 55, as in the year before. The central examinations were held, according to the Burdwan system, by the Sub-Inspectors in the presence of the sub-divisional

officers and village committees. Besides these, the Assistant Inspector held eight gatherings, where 1,985 pupils from 171 pathsalas assembled. At the upper primary scholarship examination 69 candidates appeared from 18 pathsalas, of whom four passed. At the lower primary scholarship examination 186 candidates passed out of 857, presented from 190 pathsalas. The returns show that 190 schools with 3,475 pupils have attained the scholarship standard, 579 with 6,794 pupils are below that standard but read printed books, and 203 with 1,068 pupils read no printed books.

238. *Sonthal Pergunnahs.*—Population 1,568,093. Primary grant raised from Rs. 13,000 to Rs. 14,000. Expenditure Rs. 13,711; of which Rs. 2,048 were spent on 33 upper primary schools, Rs. 6 on three girls' schools, and the rest on lower primaries. The upper primary schools maintained from the primary grant have risen to 33. The number of lower primary schools has increased from 823 to 938, and their pupils from 12,979 to 16,670. Of these, 148 are under missionary management; 46 being under the Church Mission Society, and 102 under the Indian Home Mission. The Sub-Inspectors paid 1,101 visits *in situ* to the lower primaries. Of the boys of school-going age one in six is at school. The number of chief gurus increased from 70 to 85. At the upper primary examination 32 boys out of 57 passed from 24 pathsalas, three of them being Sonthals. Of 491 candidates from 154 schools, 169 passed at the lower primary scholarship examination, of whom 61 were Sonthals and two were Dhangars. The returns show that 156 schools with 3,818 pupils have attained the scholarship standard, 808 with 13,217 pupils are below that standard but use printed books, and 6 with 123 pupils read as yet no printed books. The number of Sonthals attending school has increased from 5,567 to 8,086, and that of Paharias from 197 to 211. The Sub-Inspectors held central examinations twice during the year; 138 school gatherings were also held. From 1,215 pathsalas 14,842 pupils were examined, of whom 1,943 obtained prizes. The Assistant Inspector of Schools was present at 22 of these gatherings, when 3,832 pupils assembled from 282 pathsalas.

239. *Maldah.*—Population 710,448. Primary grant raised from Rs. 6,000 to Rs. 8,000. Expenditure Rs. 7,624; of which Rs. 2,679 were spent on 48 upper primary schools, and Rs. 65 on four girls' schools. Upper primaries rose from 23 with 992 pupils, to 48 with 1,946 pupils. Lower primaries declined from 408 with 6,943 pupils to 393 with 6,662 pupils. The Sub-Inspectors paid 194 visits *in situ* to the lower primaries. Of the boys of school-going age more than one in five is at school. At 29 central gatherings 5,711 pupils from 363 schools were examined by the Deputy and Sub-Inspectors, and 964 pupils obtained prizes. Rewards to the amount of Rs. 1,904 were given to the non-stipendiary gurus on the results of the central examinations. The number of sub-circles was 30, as in the year before. At the upper primary examination 86 candidates from 31 schools appeared, and 49 passed. At the lower primary examination 588 candidates from 142 schools competed, and 181 passed. The returns show that 189 schools with 4,421 pupils have attained the scholarship standard, 150 schools with 1,796 pupils are below that standard but read printed books, and 54 with 445 pupils use no printed books at all. The number of pathsalas in the Barinda portion of the district decreased from 62 with 811 pupils to 46 with 593 pupils, owing to the prevalent scarcity. There were no Sonthals at school in the district. The standards of the central examinations have been revised and enlarged, and the scale of rewards raised. A boy who passes by the highest standard in all subjects can earn for his guru a reward of Rs. 1-10. Payment of rewards for the mere attendance of pupils at central examinations has been discontinued. The payment of the sums due to gurus was made by postal money-orders. No complaint was heard of delay or misdelivery.

240. Chota Nagpore Division.—Of the boys of school-going age one in 8·3 is at school. Upper primaries rose from 57 to 63, and their pupils from 2,416 to 2,867. Lower primaries were 1,104 with 31,958 pupils, against 1,115 with 30,610 pupils of the preceding year. The apparent loss of nine lower primary schools is due to an omission on the part of one of the Sub-Inspectors to collect returns from a certain number, and also to the fact that the Deputy Inspector of Lohardugga excluded from his list of aided schools 71 mission and other schools which are in receipt of Government money.

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Although the system of payment by results is in force in every district of the division, the Assistant Inspector does not consider it likely to be effective in increasing the actual number of schools, though he looks upon it as one of the best means of creating a spirit of emulation among teachers and pupils. It has before been noted that printed books are read in all but an insignificant fraction of the schools in this division. There was in fact no very widespread system of indigenous instruction in Chota Nagpore. A large number of the schools which exist have for the most part been 'created' by the primary grant, and have therefore been established in places where there is some demand for education above the lowest indigenous type. The useful and traditional subjects of instruction have however been carefully preserved and attended to throughout the division. There was little or no change during the year in the system of primary administration. In the three districts of Manbhoom, Hazaribagh, and Lohardugga, the primary schools under inspection were of two kinds, (1) those in receipt of monthly stipends, and (2) those paid by rewards. In each district the rewards were paid on the results of the primary scholarship examination and of an examination of a lower standard held at sub-centres. In Lohardugga the sub-centre examinations are held twice in the year, but in Manbhoom and Hazaribagh only once. In Manbhoom and Lohardugga again there are two pass standards for which rewards are allowed, while in Hazaribagh there is but one standard. Small rewards are also allowed to the pupils themselves in every district on the result of the sub-centre examinations, except in the case of stipendiary schools in Hazaribagh. In all the three districts the examinations are conducted by the Sub-Inspectors of schools. Successful candidates at the primary scholarship examination are also allowed rewards. Under recent orders of Government the rule prohibiting the payment of money-rewards to pupils has been relaxed in the case of schools attended by children of aboriginal races. In all other cases the payment of rewards in cash has been discontinued, and prizes will henceforth be awarded in the form of books, slates, or maps. In Singbhoom all the schools are said to be paid by rewards, but the rewards are determined exactly on the same principle as the stipends are in Hazaribagh and Lohardugga. The stipends in Manbhoom are paid according to the local circumstances of each pathsala, but in Hazaribagh and Lohardugga they are based on average attendance and progress.

241. *Manbhoom.*—Area in square miles 4,147; population 1,058,228; number of Sub-Inspectors two. Primary grant raised from Rs. 9.000 to Rs. 10,000; expenditure Rs. 9,757. Of this Rs. 547 were spent on nine upper primary, Rs. 172 on three girls', and Rs. 2 on two indigenous schools, besides Rs. 145 returned under "other payments." Aided upper primary schools for boys were 10 with 351 pupils, against 13 with 445 scholars in the year preceding. One of these was a grant-in-aid school. Aided lower primaries declined from 409 with 9,974 pupils to 393 with a roll number of 9,344. Of the lower primaries, 159 were paid by stipends and 234 received rewards. Of the 393 lower primary schools for boys, again, 187 with 5,458 pupils sent pupils to the lower primary scholarship examination, while 206 schools with 3,886 scholars were below that standard but taught printed books. In none of these schools were the traditional subjects of instruction neglected. Indigenous schools were two with 32 pupils, and in these no printed book was read. Of the boys of school-going age, one in eight was at school. Each Sub-Inspector paid on an average 267 visits to schools *in situ*, and examined 940 pupils at central gatherings. There was no change in the rules for the management of primary schools. Eight candidates from five schools passed at the upper, and 159 candidates from 69 schools at the lower primary scholarship examination. In 1882-83 12 candidates from eight schools passed at the former, and 232 candidates from 83 schools at the latter examination. At the sub-centre examinations 1,245 pupils passed from 149 schools out of a total number of 3,504 on their rolls. These obtained rewards to the value of Rs. 769, the teachers being entitled to an equal amount for their share.

242. *Hazaribagh.*—Area in square miles 7,021; population 1,104,742. Number of Sub-Inspectors two, besides the education clerk, who works as an *ex-officio* Sub-Inspector. Primary grant raised from Rs. 10,000 to Rs. 12,000; expenditure Rs. 8,852; of which Rs. 990 were spent on 23 upper primary,

Rs. 75 on two girls', and Rs. 3 on an indigenous school, Rs. 15 being returned under "other payments." There was a special grant of Rs. 1,440 on account of eight travelling pundits. Aided upper primary schools were 25, attended by 758 pupils, against 22 with a roll number of 779 in the year preceding. Of the 25 upper primaries, two were supported from the grant-in-aid allotment and 23 from the primary grant. Twenty-two of these enjoyed stipends and one was paid by rewards. Aided lower primaries for boys apparently declined from 268 with 6,062 pupils to 249 with 5,324 pupils. The decrease arose, however, from an omission on the part of the Sub-Inspector of Giridi to collect returns from a certain number of schools on the aided list. Of the 249 aided lower primaries, 174 were stipendiary schools and 75 were paid by rewards. Classified according to their standards, 153 of these schools, attended by 3,597 children, send candidates to the lower primary scholarship examination; 78 schools with 1,468 scholars are below that standard, but read printed books; and in 18, with 259 pupils on their rolls, printed books are not read. There was one school of "private instruction," with 12 pupils. Of the boys of school-going age 1 in 12 was at school. Each Sub-Inspector paid on an average 173 visits to schools *in situ*, and examined 391 pupils at central gatherings. At the upper primary scholarship examination 17 candidates passed from eight schools, against 25 candidates from 10 schools in 1882-83. At the lower primary scholarship examination 232 pupils from 121 schools were successful, against 271 from 131 schools in the preceding year. Seventy-five schools competed at the sub-centre examinations during the year, but the Deputy Inspector's report does not show the number of pupils passed. A sum of Rs. 451 seems, however, to have been distributed in rewards among the pupils and their teachers.

243. *Lohardugga.*—Area in square miles 12,045. Population 1,609,244. There are three Sub-Inspectors besides the education clerk, who also works as a Sub-Inspector in addition to his own duties. Primary grant raised from Rs. 11,000 to Rs. 14,000; expenditure Rs 13,915; of which Rs. 1,739 were spent on 18 upper primaries, Rs. 71 on two girls', and Rs. 212 on 85 private schools, Rs. 1,339 being returned under "other payments." Aided upper primaries were 18, attended by 1,004 pupils, against 16 with 822 pupils in the preceding year. Lower primaries aided by Government declined from 292 to 284, but the pupils attending them advanced from 8,942 to 9,568. Unaided lower primaries were 10, attended by 185 pupils. Of the total number of 294 aided and unaided lower primary schools for boys, 110 with 4,132 pupils sent candidates to the lower primary scholarship examination, 174 with 5,436 scholars were below that standard but read printed books, and 10 schools, attended by 185 children, used no printed books. There were 85 private schools, attended by 1,827 pupils. Of the boys of school-going age one in 11 was at school. Each Sub-Inspector paid an average of 369 visits to schools *in situ*, and examined 322 pupils at gatherings. Of the boys of school-going age one in 9·8 is at school. Fifteen schools sent up 67 candidates to the upper primary scholarship examination, of whom 39 candidates from 12 schools passed. At the lower primary scholarship examination 287 candidates competed from 110 schools, of whom 179 came out successful. In the year preceding 20 and 189 candidates respectively passed at the upper and lower primary scholarship examinations. At the sub-centre examinations eight schools competed, with 195 pupils, of whom all passed in reading and arithmetic, 47 in dictation, and 15 in mensuration. Rs. 162-8 and Rs. 13-8 were distributed amongst the teachers and pupils respectively in the shape of rewards.

244. *Singbhoom.*—Area in square miles 3,753. Population 453,775. There is only one Sub-Inspector. Primary grant raised from Rs. 5,000 to Rs. 7,000; expenditure Rs. 6,996; of which Rs. 411 were spent on five upper primaries and Rs. 594 on 27 girls' schools. A further sum of Rs. 300 was spent on two Government upper primaries. Aided upper primaries for boys numbered eight with 621 pupils, against four attended by 269 children in 1882-83. Lower primaries receiving Government aid advanced from 104 with 4,698 pupils to 150 with 7,140 students. Besides these, three upper primary schools for boys and two for girls, attended by 239 and 66 children respectively, as well as six lower primaries for boys, with a roll number of 169, received aid

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from the grant-in-aid allotment. All the 176 aided primary schools in the district are said to have been paid by "rewards." These rewards were, however, determined on the basis of attendance and progress, exactly as the stipends were in Hazaribagh and Lohardugga. Unaided lower primaries for boys were 18, attended by 397 pupils. Indigenous schools of private instruction were two, attended by 18 pupils Of the 168 lower primary schools for boys, 63 with 3,260 pupils send candidates to the scholarship examination, and 105 with 4,277 scholars are below that standard but read printed books. There was not a single primary school in which printed books were not used. Most of the schools in the district being new institutions, there are no "traditional subjects of instruction," strictly so called, in Singbhoom. Native arithmetic and other allied subjects are nevertheless taught as useful branches of elementary instruction. There was no change in the rules for managing primary schools except in the direction of increasing the rates of monthly payments to teachers. Of boys of a school-going age as many as one in four was at school. The Sub-Inspector paid 464 visits to schools *in situ*. To the upper primary scholarship examination 33 pupils were sent up from 10 schools, of whom 20 passed from nine schools. At the lower primary scholarship examination 218 candidates competed from 63 schools, of whom 126 from 44 schools passed. The number of pupils passing in the previous year at the upper and lower primary scholarship examinations were 14 and 100 respectively. No other examination was held in the district for the distribution of rewards.

245. *Chota Nagpore Tributary States.*—Area 16,054 square miles. Population 678,002. No operations in regard to primary education have yet been undertaken. A grant has been asked for, but without success; the Government holding that it cannot be charged with the responsibility for primary instruction in these mehals, the political status of which appears to be undecided. No statistics of schools and pupils were received for the year under report. For 1882-83 the figures returned were 12 schools and 259 pupils.

246. ORISSA DIVISION.—Of the boys of school-going age one in 2·5 is at school. Primary schools for boys were 8,920 with 104,953 pupils, against 9,001, with 103,364 pupils. Upper primaries rose from 185 with 4,772 pupils to 203, with 5,344 pupils; and lower primaries declined from 8,816, with 98,592 pupils to 8,717 with 99,609 pupils. Government upper primaries number 12, against 10 of the year before. Of the three districts, Balasore is very inadequately supplied with upper primary schools. There was a time when it was ahead of both Cuttack and Pooree in this respect. It appears that very little encouragement is given in Balasore to schools of this class, and that applications for new institutions are seldom entertained. The upper primary schools being stipendiaries are regarded as absorbing an unduly large share of the primary grant. It is to be hoped, however, that they will gradually take their proper place in the primary system of the district in accordance with the principles explained in a previous paragraph. The system of payment by results was first introduced into Balasore in 1877, into Cuttack in 1878, and into Pooree in 1879. Each district has its staff of inspecting pundits, and Cuttack has a further auxiliary agency in the shape of chief gurus, who receive no regular salaries, but are rewarded at the end of the year according to the quality and quantity of the work done by them. The Joint-Inspector is of opinion that the payment-by-results system is best suited to the requirements of Orissa. Under any other system it would have been difficult to bring under organisation such a vast number of primary schools. No new institutions have been created by this scheme; and in fact the average payment made to a guru under its operation is far too small to give much effectual help to the establishment of new schools. The system has, however, done a great deal to improve the character of existing institutions by creating competition, by bringing the pupils together for a common examination, and by giving to the teachers, and in not a few instances to the people, a direct interest in the improvement of their schools.

247. *Cuttack.*—Population 1,795,065. An additional grant of Rs. 5,000 was sanctioned during the year under report. Primary allotment Rs. 26,712, inclusive of khas mehal grants. Expenditure Rs. 26,703; of which Rs. 13,471 were spent on lower primary schools, Rs. 3,176 on upper primary schools, and

Rs. 6,476 in payment to inspecting pundits. Upper primary schools were 100 with 2,991 pupils, against 94 with 2,817 pupils of the preceding year. Of these, 3 were Government, 7 grant-in-aid, 70 primary grant, 12 municipal, and 8 unaided schools. The lower primaries numbered 4,682 with 50,022 pupils, against 4,657 with 49,459 pupils of the preceding year. Of these 4,206 were primary grant, 4 municipal, and 472 unaided schools. The Sub-Inspectors paid 1,834 visits *in situ* to the lower primaries. Of the boys of school-going age one in 2·1 is at school. At the reward examination 29,775 pupils appeared from 4,157 schools, of whom 17,449 from 4,115 schools earned rewards. At the lower primary scholarship examination 2,002 pupils appeared from 721 schools, and 1,235 were successful. At the upper primary scholarship examination 161 candidates from 58 schools competed, and 99 passed. The 721 lower primary schools that sent candidates to the lower primary scholarship examination have 8,933 pupils on their rolls; 3,094 with 33,549 pupils are in an intermediate stage of development, using printed books; and 7,372 pupils belonging to 863 schools read as yet no printed books.

248. *Balasore.*—Population 945,280. Primary allotment Rs. 18,835; of which Rs. 835 were from the Estates' Improvement Fund. Expenditure Rs. 16,674; of which Rs. 1,878 were spent on 37 upper primaries, Rs. 9,706 on lower primaries, and Rs. 4,037 on the salaries of 43 inspecting pundits. Upper primaries aided from the primary and grant-in-aid allotments were 40 with 964 pupils, against 35 with 794 pupils of the preceding year. Lower primaries were 2,092 with 32,420 pupils, against 2,148 with 32,034 pupils of the previous year. Of the former 1,587 were primary grant, 18 grant-in-aid, and 487 unaided schools. The Sub-Inspectors paid 841 visits *in situ* to the lower primaries. Of the boys of school-going age one in 2·1 is at school. At the reward examinations 14,421 candidates competed from 1,742 schools, and 8,869 were successful. At the lower primary scholarship examination 1,032 candidates appeared from 392 schools; of these 769 were successful. At the upper primary scholarship examination 56 pupils were sent up from 28 schools, of whom 45 were successful. Of the lower primaries returned for the year under review, the full lower primary scholarship course is taught in 450 schools with 6,750 pupils; 905 schools attended by 13,575 pupils impart instruction of a lower standard, though using printed books; in the rest, numbering 737 with 12,095 pupils, no printed books are read. The noticeable features in connection with the administration of the primary grant during the year were (1) the increase in the number of inspecting pundits, from 16 to 43, (2) rewarding the teachers of upper primary schools for the success of their pupils at the upper primary scholarship examination, (3) the encouragement given to the teachers of lower primary schools for passing at the upper primary scholarship examination, by rewarding them at the handsome rate of Rs. 32 each, (4) giving rewards to six inspecting pundits at the rate of Rs. 60 each for having shown the best results at the lower primary scholarship examination.

249. *Pooree.*—Population 888,487. Primary grant raised from Rs. 12,261 to Rs. 14,261, inclusive of the khas mehal grant. Of this, Rs. 14,259 was expended. Rs. 3,220 were spent on 61 upper primary schools, Rs. 6,988 on lower primaries, and Rs. 1,344 on the salaries of 12 inspecting pundits. Upper primary schools, for both boys and girls, were 70 with 1,767 pupils, against 63 with 1,518 pupils; of these 2 were Government, 4 circle fund, 3 grant-in-aid, and 61 primary grant schools. The lower primaries numbered 1,968 with 17,726 pupils, against 2,038 with 17,658 pupils of the preceding year. The Sub-Inspectors paid 755 visits *in situ* to the lower primaries. Of the boys of school-going age one in 3·3 is at school. At the reward examinations 11,834 pupils were sent up from 1,845 schools, of whom 7,837 were successful. The rate of reward for passing in the higher standard was raised from 12 annas to one rupee, and that in the lower standard from 6 annas to 8 annas. At the lower primary scholarship examination 291 schools sent up 1,179 candidates, of whom 779 were successful. At the upper primary scholarship examination 149 pupils competed from 51 schools, of whom 125 succeeded in passing. Of the lower primaries returned on 31st March last, the full primary scholarship course is taught in 381 schools, attended by 3,875 pupils; 1,455 with 12,733 pupils are reported to have reached an intermediate stage of development; and 130 with 1,085 pupils are in a rudimentary stage, using no printed books.

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250. *Orissa Tributary Mehals.*—Area 16,034 square miles. Population 1,571,045. The schools rose from 1,004 with 12,576 pupils to 1,060 with 13,667 pupils. There were 53 upper and 983 lower primaries, with 1,601 and 11,182 pupils respectively. There were also four middle English and eight middle vernacular schools with an aggregate of 714 pupils. Private institutions numbered 10, with 124 pupils. There was one special school for training teachers and one school for girls. The Sub-Inspectors paid 578 visits to the lower primaries *in situ.* Of the boys of school-going age one in 8·3 is at school. The total expenditure on schools was Rs. 41,573, of which Government contributed Rs. 2,777. At the middle vernacular scholarship examination 14 out of 27 candidates were successful. At the upper primary scholarship examination 48 candidates out of 58 were successful. At the lower primary scholarship examination 480 candidates appeared from 145 schools, of whom 149 passed. The four middle English schools are situated at the head-quarters of Mourbhunj, Dhenkanal, Boad, and Ranpur. The two Government vernacular schools are in the Government estates of Ungool and Khondmals. The only States in which lower primary schools have met with any degree of encouragement, whether from Government or from the Chiefs, are Mourbhunj, Keonjhur, Ungool, Dhenkanal, Baramba, and Lahera. In the other States the inspecting officers exercise no sort of control over the work of this class of schools beyond visiting them at intervals and collecting annual returns from them. The teachers of these schools have no paymasters except the parents of their pupils. The lower primary schools in Athgur and Nilgiri are maintained by contributions from mission funds. One of these is a girls' school. A few of the lower primary schools in Keonjhur and Pal Lahera are supported by monthly stipends contributed by the Chiefs of those States. The stipendiary schools in Keonjhur are the Bhuyanpirh schools, attended by the children of aboriginal Bhuyans and Juangs who revolted in 1868, and for whose benefit these schools were opened. Most of the schools are still in a backward condition, although the attendance is reported to be good. Last year a system of payment by results was introduced on a small scale into the State of Baramba, which is now under Government management. In Mourbhunj the system has been in operation for the last two years; but the experiment is of a still older date in the Government estate of Ungool, and in the Dhenkanal State, which is also under Government management. In the three latter States the examination embraced four standards, and in Baramba two. The rates of rewards are given below:—

State.	Rate of rewards for—							
	First standard.		Second standard.		Third standard.		Fourth standard.	
	Pupil.	Teacher.	Pupil.	Teacher.	Pupil.	Teacher.	Pupil.	Teacher.
	As.	As.	As.	As.	As.	As.	As.	Rs. A.
Ungool	.....	.....	4	8	6	12	8	1 3
Dhenkanal	2	2	3	4	4	6	6	0 8
Mourbhunj	2 to 3	4	2 to 3	8	2 to 3	12	2 to 3	1 0
Baramba	1	4	2	6	.....	.....	.....	.....

The average earning of a school from rewards was Rs. 11-4 in Ungool, Rs. 5-15 in Mourbhunj, Rs. 2-11 in Dhenkanal, and Rs. 2-1 in Baramba. The finances of the Baramba State are not prosperous enough to admit of a larger allotment being made for primary education for at least a year or two; but Dhenkanal is better off, and a more liberal grant will be made in future. The results of the examination are shown in the following table:—

State.	Number of		Number of candidates.		Number passed in the—									
					First standard.		Second standard.		Third standard.		Fourth standard.		Total.	
	Competing schools.	Successful schools.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Ungool	138	138	1,689	29	724	28	199	...	110	...	51	...	1,084	28
Dhenkanal	182	182	1,283	19	667	15	164	3	111	1	35	...	971	19
Mourbhunj	207	207	1,936	34	619	16	517	8	281	2	53	...	1,470	26
Baramba	19	19	126	...	62	...	12	...	...	...	...	...	74	...
Total ...	546	546	5,034	82	2,072	59	892	11	502	3	139	...	3,605	73

VI.—SPECIAL INSTRUCTION.

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251. Under this head are included (*a*) training schools for teachers, (*b*) all other institutions of professional, technical, or industrial education. A brief comparison of the figures for 1882-83 and 1883-84 is here given:—

Class of Institutions.	1882-83.		1883-84.	
	Schools.	Pupils.	Schools.	Pupils.
Training schools for masters	20	1,096	22	1,090
Ditto for mistresses	2	46	3	117
School of Art	1	96	1	139
Law schools	9	564	9	664
Medical schools	6	563	6	722
Engineering and surveying schools ...	5	328	5	354
Industrial schools	3	127	4	144
Madrassas	15	1,449	7	1,323
Other schools	7	246	41	765
	68	4,515	98	5,318

There is an increase of one Government and one aided training school for masters, and of one aided training school for mistresses. The School of Art, and the colleges and schools for teaching law, medicine, and engineering, are the same in number as the previous year; but under each head there is a considerable, and under some a large, increase in the number of pupils. The unaided industrial school at Ranchi accounts for an increase of one under that head. Madrassas show a nominal loss of eight, due to the transfer of some of them to the head of unaided private institutions. Though shown in the table under the head of "special instruction," madrassas will come under consideration in the separate section devoted to Mahomedan education. "Other schools" of special instruction show a large increase, arising from the erroneous inclusion, as before explained, of 35 kyoungs in the Chittagong district under this head instead of under unaided private institutions. The other six are composed of three music schools, two Sanskrit schools, and a jail reformatory school. All these different classes of schools will now be considered in their order.

(*a*)—Training Schools.

252. The salient statistics of these institutions are given in the following table:—

Class of Institutions.	Number of schools.	Number of pupils.	Expenditure.		
			From public revenues.	From private sources.	Total.
			Rs.	Rs.	Rs.
Government training schools— For masters	16	699	66,792	900	67,692
Aided training schools— For masters	6	391	4,116	11,081	15,197
" mistresses	3	117	4,640	11,728	16,368
Total ...	25	1,207	75,548	23,709	99,257

In the previous year there were 22 schools with 1,142 students, costing altogether Rs. 92,309, of which Rs. 73,594 was paid by Government and Rs. 18,715 from private sources.

253. Government Normal Schools.—There are now 16 Government normal schools, including two training classes at Ghatsilla in Singbhoom and

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at Ungool in the Tributary Mehals of Orissa. These latter are not separate institutions, but are classes for the training of gurus, attached to an ordinary middle vernacular school and taught by its head pundit. Normal schools (or as they are now more correctly to be called, training schools) are either first-grade schools, which prepare students through a three-years' course for the post of head vernacular teacher in a middle school; or third-grade schools for the training of gurus, the course in which lasts for six months or a year. Second-grade schools formerly taught a two-years' course; there were none of this class during the year under report. The strength of the Bengal system, as is explained in the Education Commission's Report, is that to each first-grade normal school is attached a model or practising school, in which the pupils under training as teachers acquire a practical knowledge of their art. The first-grade schools are those of Calcutta, Hooghly, Dacca, Chittagong, Rungpore, Patna, Ranchi, and Cuttack; the third-grade schools are at Motihari, Balasore, Pooree, Palamow, Chaibassa, and Julpigori. The Chaibassa school has been abolished from the beginning of the current official year, and the Julpigori school has been permitted to open a second-year class for the vernacular mastership examination.

254. The following is the result of the vernacular mastership examination held in 1883 for the students of first-grade normal schools, and for any private students desiring to compete for the certificate. The schools at Cuttack, Patna, and Ranchi, in which the medium of instruction is other than Bengali, are not included in the common examination. A certificate of the first, second, or third grade is given to candidates who pass by the standard of the third, second, or first year's course; each certificate being further classified as high, medium, or low, according to the marks gained. Though certificates are given to students of first-grade normal schools who pass at the first or second year's examination, entitling them to employment of a lower rank than that of head teacher in a middle vernacular school, comparatively few take appointments at that stage of their career; the majority going on, as it is intended that they should, to complete the full course of three years.

Vernacular Mastership Examination, 1883.

Name of School.	First-grade Certificates.					Second-grade Certificates.					Third-grade Certificates.					Total.	
	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.	Number of candidates.	High.	Medium.	Low.	Total passed.	Candidates.	Passed.
Calcutta	19	1	3	13	17	22	...	2	15	17	16	...	8	4	12	57	46
Hooghly	31	1	12	17	30	25	...	7	12	19	55	...	26	23	49	111	98
Dacca	14	...	8	6	14	22	...	3	13	16	40	2	23	14	39	76	69
Chittagong	5	...	1	4	5	13	...	1	10	11	21	..	5	15	20	39	36
Rungpore	11	...	2	6	8	17	...	1	14	15	11	...	3	5	8	39	31
Private students ...	11	...	1	5	6	7	...	...	2	2	15	...	2	2	4	33	12
Total ...	91	2	27	51	80	106	...	14	66	80	158	2	67	63	132	355	292*

* *N.B.*—This is exclusive of four candidates who passed from the third-grade Normal school at Julpigori.

Thus 292 candidates passed out of 355. In 1882, 215 passed out of 293. The percentage of failures, though nowhere very high, was greater at Calcutta and Rungpore than at Hooghly, Dacca, or Chittagong. The Chittagong normal school passed 36 out of 39 candidates—a very creditable result. Though the stipend allowance in some normal schools has been increased, the outturn of trained teachers is still not large enough to satisfy the demand.

255. The following statement shows the outturn of all Government normal schools of the first and third grades, including those first-grade schools that were not subjected to a common examination. The number of students, including private candidates, who were declared qualified for the post of head vernacular teacher of a middle school, was only 96; and the demand for the services of trained teachers was so large that all who passed at once received employment. The fact is, as stated in previous reports, that our normal

schools cannot turn out teachers fast enough to meet the requirements of middle schools, especially in Behar.

Name of School.	Number of Pupils who obtained Certificates during the year.			
	First grade.	Second grade.	Third grade.	Total.
Pundit Department.				
1. Calcutta Normal School	17	17	12	46
2. Hooghly ditto	30	19	49	98
3. Dacca ditto	14	16	39	69
4. Chittagong ditto	5	11	20	36
5. Rungpore ditto	8	15	8	31
6. Patna ditto	10	6	.....	16
7. Cuttack ditto	4	12	10	26
8. Ranchi ditto	2	5	8	15
9. Julpigori ditto	.....	.....	4	4
Total ...	90	101	150	341
Guru Department.				
1. Rungpore Normal School	.....	3	8	11
2. Julpigori ditto	.....	1	5	6
3. Motihari ditto	.....	.....	.....	24(a)
4. Cuttack ditto	10	24	.....	34
5. Balasore ditto	16	11	.....	27
6. Pooree ditto	10	15	.....	25
7. Ranchi ditto	2	7	11	20
8. Palamow ditto	7	9	5	21
9. Chybassa ditto	3	15	.....	18
10. Ghatsilla Training Class	2	5	.....	7
11. Ungool ditto	.....	.....	.....	14(a)
Total ...	50	90	29	207

(a) Grade of certificates not stated.

256. The question was raised during the course of the year by the Inspector of the Presidency Circle, whether we were really doing any good by keeping up at great cost first-grade normal schools for the training of purely vernacular teachers. It was alleged that the managers of middle vernacular schools often preferred for the post of headmaster a boy who had passed the Entrance Examination to a trained normal school pundit. The former was able to teach the Bengali subjects well enough for all practical purposes, and he could also teach English when necessary—a qualification the value of which increases day by day. It was urged that there were plenty of candidates for middle vernacular headmasterships provided by the laws of demand and supply without any cost to Government, and that the effect of our normal system was really to pay boys stipends for not learning English, and to spend large sums of money in this way in producing teachers of less (or at any rate of no greater) value in the open market than those educated in the ordinary way at no additional cost to Government. Many of the students in normal schools, it was stated, learnt English privately, and never afterwards served as vernacular teachers, their knowledge of English enabling them to command higher salaries than the Rs. 18 or Rs. 20 a month they could expect as pundits. Mr. Clarke therefore proposed the introduction of English into the normal school course; the school to become an ordinary Entrance school, so as to be acceptable to the largest number of boys at the smallest cost to Government; with additional teachers in chemistry, trigonometry, and the other special subjects of the normal school course, for those intending to qualify as teachers. The existing staff of teachers would be fully competent for this purpose, and we should thus save all the money now paid in stipends, while at the same time the fee-receipts would largely reduce the cost of the school establishment.

257. The prospect is certainly an attractive one; but after consulting other officers I have not been able to satisfy myself that the acceptance of the proposals would be advantageous or educationally sound. The fact is, as the returns of social position show, that the students of normal schools belong to a much poorer class of society than those of ordinary high schools. They would therefore in general be unable to pay the fees levied in a high school; while on the other hand the ordinary pupils of high schools would be as a class unwilling to take up the special course of lectures in literature, mathematics and science, when the only prize to be gained thereby was a mastership in a middle school. But even supposing there were no difficulties of this kind, it is pretty clear that, except in the single point of teaching English, the students

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trained under the proposed system would be less competent as teachers than those now turned out from our normal schools. The time required for learning English up to the Entrance standard would seem to make it impossible for students to get up to anything like the measure now attained, the special subjects of the normal school course; and hence we should have to be content with a much lower standard of general instruction in our middle school teachers for the sake of increased proficiency in English: in other words, we should be going back to the old system of subordinating sound vernacular instruction to an elementary knowledge of English, which has been condemned long since by the Government of Bengal, and recently by the Government of India also. It is possible to compare the success of normal school students and of passed Entrance candidates as teachers of middle schools; and wherever the comparison has been made, a clear verdict is returned in favour of the former. For example, of 12 schools in the Burdwan division under the latter class of teachers, seven have been unsuccessful, and three are working indifferently. The same result is reported from the Eastern and Rajshahye circles. It must not be forgotten, too, that the normal schools are the only representatives of vernacular colleges in Bengal, and serve to maintain a high standard of literary purity (quite apart from pedantic exaggeration) both in our vernacular schools and in vernacular literature. It may be asserted unhesitatingly that the vast majority of the Bengali books which issue from the press at the present day would never have existed but for the maintenance of a high literary standard by means of the normal schools. The vernacular language can never disappear from society or from education; and its cultivation to a due standard of excellence, and of fitness for purposes of literary and scientific expression, is not unworthy the attention of the Education Department or of Government.

258. The case as it regards third-grade normal schools, for the training of primary school teachers, is in many ways different, at any rate in Bengal. The basis of the Bengal system is that the schools and the teachers are maintained by the people for the people, with moderate encouragement and support from Government as an outside party interested in their well-being. It has been pointed out that "where the schools are mainly Government schools, and the teachers Government servants, it is both possible and desirable to give the teachers, before appointment, the training that may be required. But where, as in Bengal, all that the Government proposes to do is to recognise and afford moderate aid to an existing indigenous system, it cannot assume such control over the teachers as would enable it to enforce attendance at a training school. All that can be done, and all that it is necessary to do, is to supply an inducement to teachers to qualify for the work they have to do, by offering rewards to such as pass the prescribed departmental tests. The effect of this would be to gradually attract a more competent set of men to the work, by increasing the value of the teacher's post. There is abundance of education of that moderate standard in the country, and we only need to divert it at a moderate cost from other fields of labour to that of education. The Government pays for results, and results only; and it need only take indirect means to secure a supply of teachers capable of producing those results." These considerations received the support of the Government of Bengal. The Government of India, however, in its recent Resolution on the Report of the Education Commission, has declared in favour of an organised system of training-schools for primary teachers. While admitting that there may be difficulties in Bengal in insisting upon a normal training for all primary schoolmasters, it nevertheless thinks it very desirable that all teachers who are willing to undergo training should have opportunities of securing it, and that their doing so should be favourably recognised in the grants made to them. The necessary provision for this purpose must therefore be now kept in mind: at the same time the urgency of the demand for normal schools is admittedly not so great that other and more pressing necessities are to be postponed on that account. At the present time there are 11 normal schools for the training of gurus, including three (at Rungpore, Cuttack, and Ranchi) which are departments of first-grade schools.

In the following paragraphs a brief account is given of each school for the past year.

259. *Hooghly Normal School.*—The number of students on the 31st March was 109, against 112 of the previous year. Of these, two hold middle

vernacular scholarships, 12 pay fees, and 95 hold normal school stipends of the value of Rs. 3 or Rs. 4 a month. Of the total number of students, 35 are from Burdwan, 18 from Midnapore, 18 from Bankoora, 9 from Hooghly, 9 from Beerbhoom, 5 from Howrah, and 9 from districts outside the Burdwan Division. The school continues to maintain its position as the first institution of the kind in Bengal. During the year under review 40 of the passed students of the Hooghly Normal school obtained appointments in the Western and other circles. The demand for the services of trained teachers continues to be in excess of the supply. The expenditure upon the school was Rs. 10,612, of which Rs. 58 were paid in fees.

260. *Calcutta Normal School.*—The number of students rose from 68 on the 31st March 1883 to 78 on the same date of the year under report. Of these, 14 pay fees, and the rest hold normal school stipends. Of the total number of students, 18 are from the 24-Pergunnahs, 11 from Khoolna, 5 from Jessore, 3 from Nuddea, and as many as 41 from districts outside the Presidency Division. Of the Calcutta Normal school alone it has been alleged that many of the passed students do not seek for employment as teachers, but betake themselves to other callings for which their gratuitous education at the normal school, supplemented by some knowledge of English privately acquired, may have fitted them. Such a state of things it is most undesirable to encourage ; and an explanation of it may perhaps be found in the fact that so large a proportion of the students are strangers to the division, drifting to Calcutta in search of employment, and taken into the normal school on what is practically a false pretence. As in other normal schools, so in that of Calcutta, the utmost care has to be taken to select students in due proportion from the several districts whose requirements the school is intended to serve; and special attention will now be paid to that point.

The receipts of the school from fees were Rs. 531, and the expenditure Rs. 10,798.

261. *Dacca Normal School.*—There were on the 31st March 81 students, against 76 of last year and 64 of the year before. Of the total number of students, 34 are from the Dacca district, 19 from Backergunge, 6 from Mymensingh, 6 from Furreedpore, and the remaining 16 from districts outside the Dacca Division. The result of the annual examination was highly satisfactory. The headmaster, Babu Jagat Bandhu Laha, M.A., deserves credit for the success which the school has achieved. The receipts of the school were Rs. 246, and the expenditure Rs. 8,936.

262. *Chittagong Normal School.*—The number of students on the 31st March was 54, against 43 in the previous year. Of these, 47 are from the Chittagong district, 4 from Noakhally, 2 from Tipperah, and one from Dacca; 49 were Hindus, 4 Mahomedans, and 1 a Buddhist. Seven of the passed students left the school with appointments. The school is rapidly advancing in prosperity. The expenditure in 1883-84 amounted to Rs. 2,976.

263. *Rungpore Normal School.*—The number of students on the last day of the year was 47, against 59 of the previous year; 13 in the first-year class, 8 in the second, 15 in the third, and 11 in the guru-training class. Of these, 25 are Hindus and 22 Mahomedans. Of the 36 students in the pundit department, 10 are from the Rungpore district, 6 from Pubna, 5 from Rajshahye, 3 from Bogra, 1 from Dinagepore, and the rest (11) from districts outside the Rajshahye Division. Six of the passed students obtained employment on salaries ranging from Rs. 18 to Rs. 20 a month. All the students of the guru class belonged to the Rungpore district. The cost of the school to Government was Rs. 5,261.

264. *Patna Normal School.*—The Patna Normal school is the only school of its kind to which an English department is attached. The number of students on the 31st March was 90, against 105 of the previous year. The falling off is ascribed to the fact that no orders were issued to the Deputy Inspectors to send in students from their districts—a point which demands the particular attention of the Inspector. Of the total number of students, 23 were from Patna, 15 from Shahabad, 18 from Sarun, 11 from Mozufferpore, and the rest from the other districts of the Patna and Bhagulpore Divisions. Seventy-two were Hindus and 18 Mahomedans.

The expenditure upon the school was Rs. 12,157.

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265. *Cuttack Normal School.*—There were in the pundit department 36 students, against 33 of last year. Of these 4 are vernacular scholars, 24 hold normal school stipends, and the rest pay fees. Twenty-one of the students are Brahmins. The guru department had only 12 students, against 26 on the corresponding date of the previous year. The decrease is due partly to the opening of a guru-training school at Ungool, which formerly used to send 10 gurus for instruction at the Cuttack Normal school, and partly to the withdrawal of the stipends paid for the Banki estate for the training of 5 gurus. The expenditure upon the school was Rs. 5,473.

266. *Ranchi Normal School.*—The number of students on the 31st March was 60, against 68 of last year—31 belonging to the pundit and 29 to the guru department, against 30 and 38 in the previous year. The falling off in the guru department is ascribed to a rumour of its impending abolition that was current for some time. Of the total number of students, 36 are Hindus, 8 Mahomedans, 11 native Christians, and 5 non-Christian Kols. The total expenditure was Rs. 3,173. Various questions connected with the maintenance or the reorganisation of the Ranchi Normal school are under consideration. The school has for many years been held in a building occupied by the aided vernacular school at Ranchi; and the managers have now offered to make over the building to Government for the use of the normal school, on condition that the aided school be also taken over by the Department, as a model or practising school for the normal students under training.

267. *Julpigori Normal School.*—The number of students on the 31st March was 26, including 6 Meches, against 29 on the same date of the previous year. The falling off is said to be due to cholera, which prevailed throughout the district. Six students passed the guru-training examination—1 in the first and 5 in the second division. In 1883 the school competed for the first time at the vernacular mastership examination, by the first year (or third-grade certificate) standard. Four candidates presented themselves, and all passed. They now form the second-year class for the year 1884-85, and the school consequently ranks as a second grade normal school.

The total cost during the year was Rs. 2,111, due to the elevation of the school to the second grade. The library had to be considerably enlarged, a sum of Rs. 280 having been specially sanctioned for the purpose.

268. *Motihari Normal School.*—The third grade normal school at Motihari has been thoroughly remodelled. The course of studies has been extended to one year; two efficient teachers have been appointed; and systems of periodical examinations organised. It is hoped that better results will follow.

269. *Pooree and Balasore Normal Schools.*—The guru-training schools at Pooree and Balasore had each 15 students on the rolls on the last day of the year under report, against 15 and 16 of the previous year. The Pooree school passed 25 gurus, 10 in the first division and 15 in the second; and the Balasore school passed 27, 16 in the first division and 11 in the second.

270. *Palamow Normal School.*—The number of students on the 31st March was 20, against 17 of the previous year and 12 of the year before. The cost was Rs 770, against Rs. 657. The number passed was 21, against 23

271. *Chaibassa Normal School.*—The number of students fell from 21 on the 31st March 1883 to 15 on the same date of the year under review. The expenditure was Rs. 735, against Rs. 662. The outturn of gurus was 18, against 11 of last year. The school has been closed from the beginning of the present official year, after having brought all the gurus under training and therefore finished its work. The Government grant enjoyed by the Chaibassa school was Rs. 90 a month up to the year 1880, when it was reduced to Rs. 68, the balance of Rs. 22 being transferred to Ghatsilla with the object of opening a Bengali training-class there. Out of the Rs. 68 now set free by the abolition of the school, a further sum of Rs. 23 has been transferred to Ghatsilla with the view of placing the training-class on a more satisfactory basis, the balance of Rs. 45 being reserved for an additional Sub-Inspector for the district.

272. *The Ghatsilla Training Class.*—This class is attached to the local vernacular school, and teaches a six-months' course. The number of students on the 31st March was 6, against 4 of the previous year, and the expenditure Rs. 215, against Rs. 177. The school turned out 7 gurus, against 8 of the year

before. This cheap class meets the requirements of Dhalbhoom, the vernacular of which is Bengali.

273. *Ungool Training Class.*—Before the establishment of this class, the abadhans of Ungool—a Government estate in the Tributary Mehals of Orissa—were sent for training to the Cuttack Normal school. The system did not work very well; it was costly, and the teachers objected to go so far for training. A class was consequently opened at Ungool in July 1883, and has proved very successful. The class contained 15 pupils on the 31st March last; and of the previous batch of 15, 14 passed the examination in December. Estimating the yearly outturn at the moderate number of 25, it will take about three years to get all the abadhans trained. The arrangement is therefore likely to be much more efficient for a small tract like Ungool than for more advanced and densely-populated parts of the country. The Commissioner thinks that the Ungool scheme should be extended to Dhenkanal and Mourbhunj.

274. Aided Normal Schools for Masters. *The Sonthal Normal School.*—The aided normal school at Bimpore, in the district of Midnapore, consists of a male and a female department. The number of students in the male department was 70, and in the female department 34, against 57 and 29 respectively of last year. No tuition fee is charged. Ninety-four students receive stipends at rates varying from one pice to one anna a day. The course of instruction in the highest class is the same as that laid down for the middle vernacular scholarship examination. Six of the passed students obtained employment as teachers last year. The total expenditure was Rs. 2,700, of which half was paid by Government.

275. *The Normal School at Ghola*, in the district of Bankoora, was established by the Wesleyan Mission with the object of training Sonthal teachers. It is attended by only 12 students, most of whom are beginners. This school received a small grant last year from the primary allotment of the district.

276. *Barrackpore Wesleyan Training School.*—This school was attended by 7 students, of whom 6 were native converts and 1 was a Hindu. It received a grant of Rs. 100 about the close of the year, to meet Rs. 925 from local sources. The object of establishing the school is to prepare teachers for the primary schools connected with the mission.

277. *Kishnaghur Normal School.*—This school was established by the Church Mission Society for the training of teachers for other mission schools of the middle vernacular and primary classes. The number of students was 18, all being native Christians. The Government expenditure during the year was Rs. 1,200, and the expenditure from the mission was Rs. 1,886.

278. *Ranchi Mission School.*—This school is under the Berlin Evangelical Mission. It consists of two departments, an upper and a lower. The catechists and teachers required for the village schools receive their training in the upper department. The lower department is an elementary school. The number of students in both departments on the 31st March was 238, against 255 of the preceding year. The pupils are all native Christians belonging to the poorer classes of society. The total expenditure, including the boarding charges of the students, was Rs. 7,639, of which Rs. 1,200 was met from provincial revenues. Considering the large number of aboriginal pupils who are taught to read, write, and do simple arithmetic in this school, the Government grant of Rs. 100 a month is well laid out.

279. *The Darjeeling Mission School.*—This is a most useful institution, established with the object of supplying teachers to the schools in the hills. The number of students on the 31st March was 13, of whom 5 were native Christians and 8 Nepalese Hindus. The total cost was Rs. 825, of which Rs. 365 was contributed by Government in the form of normal school stipends, and the balance was paid by the mission.

280. Aided Normal Schools for Mistresses.—Two of the three aided normal schools for mistresses are the Church of England Zenana Mission School for Eurasians and the Free Church Normal School for natives, both in Calcutta. The latter, besides its special work as a training school, has passed several students at the Entrance and First Arts examinations. The numerical strength of the two schools decreased from 46 to 40. Of these, 7 are Eurasians and 33 native Christians. Both schools train teachers for native girls' schools and zenanas. The

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expenditure was Rs. 13,787, of which Rs. 3,920 was paid from provincial revenues, and the balance of Rs. 9,867 from local sources. The fee charged in the former is Rs. 15, including boarding charges, and in the latter Rs. 2. The third school is the Roman Catholic girls' school at Kishnaghur, returned for the first time as a normal school. It would probably be more correct to class it as an upper primary girls' school, though some of the girls are trained to be teachers. It receives a grant of Rs. 60 a month.

(*b*).—Other Schools of Special Instruction.

281. Under this head are included institutions for teaching law, medicine, and engineering, whether affiliated to the University or otherwise, as well as surveying schools, industrial schools, a few other schools of a special kind, and also the School of Art. The usual statistics of the leading institutions are given in the following table:—

Statement of Attendance and Expenditure in Schools of Special Instruction in 1883-84.

	Number of institutions.	Number of pupils on the rolls on the 31st March.	Average monthly roll-number.	Expenditure. From provincial revenues.	Expenditure. From other sources.	Expenditure. Total.	Average annual cost of educating each pupil. Cost to Government.	Average annual cost of educating each pupil. Total cost.	Remarks.
I. Law.				Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	
Government Law Schools.									
Presidency College	1	6	11	16,658	1,095	17,753	1,514 5 9	1,613 14 6	
Hooghly ,, ...	1	29	27	.....	2,096	2,096	.....	77 10 0	
Krishnaghur ,, ...	1	5	6	.....	326	326	.....	54 5 4	
Dacca ,, ...	1	26	31	.....	2,411	2,411	.....	77 12 4	
Patna ,, ...	1	53	33	361*	2,371	2,732	10 15 0	82 12 7	* For law books.
Rajshahye ,, ...	1	17	13	.....	1,314	1,314	.....	101 1 2	
Ravenshaw ,, Cuttack...	1	4	10	.....	710	710	.....	71 0 0	
Total ...	7	140	131	17,019	10,323	27,342	129 14 7	208 11 5	
Unaided Law Schools.									
Metropolitan Institution ...	1	341	243	(Money returns not furnished).					
City College	1	183	148	(ditto			ditto).		
Total ...	2	524	391	.....	.....	.....	.....	.....	
Total Law Schools ...	9	664	522	.....	.....	.....	.....	.....	
II. Medicine.									
Medical College, Calcutta ...	1	117	162	1,46,110	8,129	1,54,239	901 14 7	952 1 5	
Government Vernacular Medical Schools.									
Sealdah	1	150	155	40,505	4,119	44,624	261 5 1	287 14 4	
Patna	1	145	114	16,602	2,698	19,300	145 10 1	169 4 9	
Dacca	1	131	139	19,621	3,390	23,011	141 2 6	165 8 8	
Cuttack	1	35	61	4,872	.....	4,872	79 13 10	79 13 10	
Total ...	4	461	469	81,600	10,207	91,807	173 15 9	195 12 0	
Unaided Medical School.									
Dacca Homœopathic School...	1	144	110	.....	1,200	1,200	.....	10 14 6	
Total Medical Schools ...	6	722	741	2,27,710	19,536	2,47,246	307 4 9	333 10 8	
III. Engineering.									
Engineering College, Howrah	1	166	144	52,778	5,221	57,999	336 8 2	402 12 4	
Government Surveying Schools.									
Dacca	1	53	52	3,159	494	3,653	60 12 0	70 4 0	
Patna	1	54	46	2,063	482	2,545	46 9 4	55 5 2	
Cuttack	1	66	62	2,284	436	2,720	36 13 5	43 13 11	
Total ..	3	173	160	7,506	1,412	8,918	46 14 7	55 11 9	
Municipal Surveying School.									
Ranchi Surveying Class ..	1	15	15	.....	304*	304	.....	20 4 3	* Municipal Fund.
Total Engineering Schools	5	354	319	60,284	6,937	67,221	189 0 0	210 11 7	
IV. Art and Industry.									
Government School of Art, Calcutta.	1	139	106	15,306	2,803	18,109	144 6 4	170 13 5	
Government Industrial Schools.									
Ranchi Industrial School ...	1	28	25	1,200	.....	1,200	48 0 0	48 0 0	
Dehree ,, ,, ...	1	85	78	540	.....	540	6 14 9	6 14 9	
Total ...	2	113	103	1,740	.....	1,740	16 14 3	16 14 3	
Unaided Industrial Schools.									
Bankipore	1	16	20	.....	485	485	.....	24 4 0	
Nawadi	1	15	17	.....	138	138	.....	8 1 10	
Total ...	2	31	37	.....	623	623	.....	16 13 4	
Total Arts Schools ...	5	283	246	17,046	3,426	20,472	69 4 3	83 3 6	

282. Comparing these figures with those of the previous year, it appears that the number of law students in Government colleges has decreased from 143 to 140. The decrease has been most marked in the Presidency, Dacca, and Ravenshaw Colleges, while the Patna and Rajshahye Colleges show a large increase. The Metropolitan Institution and the City College, both in Calcutta, which have been affiliated to the University in law, have 524 students in their law classes; so that the total number of law students is 664, against 564 of last year. The number of students in the Medical College has decreased from 126 to 117, while the number in the Engineering College, Howrah, is 166, the same as last year. All these departments of instruction are connected with the University; the preliminary qualifications required being the B.A. degree for law, the First Arts certificate for medicine, and the Entrance certificate for engineering. The total number of those reading for a professional career has increased from 856 to 947. The Government School of Art has 139 students, against 96 in the previous year.

Passing on to schools of a lower status, the students in Government vernacular schools of medicine have increased from 391 to 461. If we add to these the Dacca Homœopathic School, which has 144 students, the number of students in medical schools will be 605. The survey schools at Dacca, Patna, and Cuttack also show an increase in the number of students, the total being 173, against 146 of the preceding year. There is also a surveying school maintained by the Municipality at Ranchi, with 15 students.

283. LAW.—There are seven Government colleges of the first grade, to each of which a law class preparing for the B.L. degree is attached. The total number of law students increased during the year from 554 to 664. As stated before, the Metropolitan Institution and the City College (both unaided) have now by far the largest number of law students on their rolls, the lower rates of fees charged having drawn almost all the students from the Presidency College. The total expenditure in the law classes of the Government colleges was Rs. 27,342, against Rs. 27,086 in the preceding year. The law department of the Presidency College, which was for years a source of income to the college, cost Government Rs. 10,680 in 1882-83, and Rs. 16,658, or all but a fraction of the total expenditure, in 1883-84. The classes are to be closed from the end of the current session. The lecturers in all the other Government colleges are paid from fees, which amounted in the aggregate to Rs. 11,876, the total expenditure upon the classes being Rs. 9,589.

284. The following table shows the results of the examination for the degree of Bachelor of Law, the number passed being 51 against 94 of the preceding year. All the colleges have done fairly well, the Metropolitan Institution taking the lead. It passed 24 out of 39 candidates, four of them being in the first division.

Statement showing the results of the examination for the degree of Bachelor of Law.

	Number of candidates.	Passed in the— First Division.	Second Division.
Presidency College	21	1	7
Hooghly "	5	1	1
Dacca "	13	2	5
Patna "	7	...	4
Rajshahye "	1	...	1
Ravenshaw " Cuttack	1	...	1
Metropolitan Institution	39	4	20
City College	5	...	4
Total ...	92	8	43

In the preceding year, out of 116 candidates only 6 passed in the first division.

285. *Presidency College.*—The number of law students fell from 11 on the 31st March 1883, and from 121 in 1882, to six on the last day of the year under report. The large falling off, as explained in the previous report, is due to the affiliation in law of the Metropolitan Institution and the City College, in both of which the fees charged are at the rates of Rs. 3, Rs. 4, and Rs. 5 for the three classes respectively, while the fee-rate in the Presidency College is Rs. 10 a month in the two higher classes and Rs. 5 a month in the lowest. The receipts

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from fees were Rs. 1,095, against Rs. 6,915 in the preceding year, and the expenditure Rs. 17,753, against, Rs. 17,594. The classes are to be abolished at the end of the year, in pursuance of the accepted policy of closing Government institutions whenever private agency is found capable of doing the work.

286. *Hooghly College.*—There were on the 31st March 29 students, against 30 of the previous year; 13 in the first-year class, 11 in the second, and 5 in the third. The law-lecturer is paid by fees up to a limit of Rs. 2,400 a year. The income from fees was Rs. 2,096, against Rs. 2,331 of last year.

287. *Krishnaghur College.*—The law lecturer, Babu Uma Nath Ghosal, was appointed to officiate as a Munsiff, and Babu Tara Pada Banerjea, B.L., was appointed to act for him. The number of students on the 31st March was 5, against 6 of last year. The receipts from fees were Rs. 326, against Rs. 633 of the previous year.

288. *Dacca College.*—The number of students decreased from 40 on the 31st March 1883 to 26 on the last day of the year under report. The falling off is not accounted for. The receipts and expenditure were Rs. 2,978 and Rs. 2,411, against Rs. 3,464 and Rs. 2,389 respectively of the previous year. Law-books to the value of Rs 100 were purchased during the year.

289. *Patna College.*—The number of students rose from 32 on the 31st March 1883 to 53 on the same date of 1884, showing an increase of 21 students; 24 were in the first-year class, 19 in the second, and 10 in the third. Of these 29 were Biharis and 24 Bengalis; also 42 were Hindus, 10 Mahomedans, and one a Christian. The receipts from fees were Rs. 4,452, against Rs. 2,868 of last year, showing a large surplus after meeting the salary of the lecturer. The law library received considerable additions during the year.

290. *Rajshahye College.*—The number of students on the last day of the year under review was 17, against 12 of the previous year. The law-lecturer is paid partly by fees and partly by the interest of an endowment of Rs. 20,000 made by Rani Manmahini Debi of Patna towards the support of the law classes.

291. *Ravenshaw College, Cuttack.*—On the resignation of the law-lecturer, Mr. E. S. Wilkins, in August 1883, Babu Mudhu Sudan Das, M.A. and B.L., a member of the local bar, was appointed to succeed him. The number of students on the 31st March was 4, against 13 of the previous year. The number has since increased to 9, and a further increase is expected. The receipts from fees were Rs. 710, against Rs 395 of last year.

292 A certain number of students in the law departments of colleges are reading, not for the B.L. degree, but for the pleadership examination of the High Court. At the Midnapore and Chittagong Colleges there are pleadership classes only, containing 5 and 3 students respectively. The small fee-receipts of the classes go to the lecturers, who are chiefly remunerated by the position which the lectureship confers on them.

293. *Metropolitan Institution.*—The number of students attending the law classes rose from 283 on the 31st March 1883 to 341 on the same date of the year under review; 153 in the first-year B L. class, 90 in the second year, 68 in the third year, and 30 in the pleadership classes. The fees charged are Rs 3, Rs. 4, and Rs. 5 in the different classes. The lower rates of fees have drawn a large number of students from the Presidency College.

294. *City College.*—The number of students rose from 138 on the 31st March 1883 to 183 on the same date of the year under report. The fee-rates are Rs 3, Rs. 4. and Rs. 5, as in the Metropolitan Institution.

295. MEDICINE.—The 'orthodox' system is taught in the Medical College of Calcutta, and in the four vernacular schools at Sealdah, Dacca, Patna, and Cuttack. In the Medical College the number of students slightly decreased from 126 to 117; in the four vernacular schools it advanced from 391 to 461. In the Dacca Homœopathic School the number rose from 46 to 144. Thus the total number of students of medicine increased from 563 to 722.

296. *Medical College.*—The following changes took place in the staff of the college:—During the absence on privilege leave for three months of Dr. R. Harvey, Dr. E. Birch was appointed to act for him as Obstetric Physician and Professor of Midwifery, Dr J. Anderson took furlough for eight months, and Mr. J. Wood Mason was appointed to act as Professor of Comparative Anatomy and Zoology Mr. W. T Woods was absent on six months' leave. Dr. H. Cayley took furlough, and Dr. R. C. Sanders was appointed to officiate for

him. Dr. K. McLeod went on furlough, when Dr. O'Connell Raye was appointed to officiate as Professor of Surgery and Senior Surgeon of the Hospital, and Dr. J. O'Brien as Professor of Anatomy and Second Surgeon of the Hospital. During the absence on furlough of Dr. C. J. H. Warden, Dr. L. A. Waddell was appointed to act as Professor of Chemistry and Chemical Examiner to Government. Dr. G. King was absent on furlough during the year.

297. All the students of the college undergo a course of medical training for five years, though the hospital apprentices read for only three years in the college; their first two years being spent with a regiment. The test for admission to the full University course of five years, up to the degree of M.B. or L.M.S., is that of the First Arts examination.

298. The admission of females to the classes of the Medical College during the year under report marks a new stage in the history of medical education in Bengal. The question was first raised in the year 1876, and it then met with a favourable reception from Sir Richard Temple, who was Lieutenant-Governor. It was again discussed in 1879; but on neither occasion with any practical results. In 1881 the question was brought before the Council of the Medical College by this Department, in connexion with a wish expressed by the parents of certain young ladies, who had passed the Entrance or the First Arts examination of the University, that their daughters might be permitted to attend the Medical College. The Council, however, refused sanction to the proposal on various grounds, the most solid being the undesirability of reducing the standard of qualification for admission to the college; one of the points in the proposal having been that women should be admitted after passing the Entrance examination only. The question was then submitted for the orders of Government, the proposal for reducing the standard for admission being abandoned. Government took a broad and liberal view of the matter; and not only sanctioned the admission of women to the Medical College on the same terms as men, but guaranteed the young ladies every facility in the prosecution of their medical studies. Special female scholarships of the value of Rs. 20 a month, tenable for five years in the Medical College, were created, and will be awarded for the next ten years, without restriction of numbers, to all female candidates who join the Medical College after passing the First Arts examination. In some subjects the young ladies attend separate, in others common lectures. All the classes worked most successfully, and not a single hitch or difficulty has occurred.

299. The session began with 126 students; 39 students of previous years rejoined the classes, and there were 32 new admissions; thus there was a total of 197 students, against 228 of last year. Of the 71 new and readmissions, the ten who had obtained the highest marks in the B.A. and First Arts examinations received free studentships; 55 enrolled themselves as paying students, and 6 as casual students. At the end of the session 4 senior scholars and 4 paying students passed their final M.B. or L.M.S. examination; 15 hospital apprentices passed and left for regimental duties; while 5 senior and 3 junior scholars, one free student, and 48 paying students ceased to attend. Thus at the close of the session the strength of the college was 117, against 126 of the previous year. Of these 29 were hospital apprentices, and the remainder University students.

300. For the First M.B. and L.M.S. examinations 42 candidates went up and 21 passed, of whom eight were placed in the first division. The number passing last year was 12.

Of 28 candidates at the final examination for the license in medicine and surgery 10 passed, against 11 of the preceding year.

Nine candidates obtained the degree of Bachelor of Medicine, against 7 of last year.

301. Since the first establishment of the English class of this college, 45 years ago, 741 students have obtained degrees and licenses in medicine and surgery. Of these, 26 were from Ceylon. Also, 215 hospital apprentices have qualified themselves for the grade of assistant apothecaries

Three native *dais* passed in midwifery, against 5 of last year. Six pupil-nurses also qualified as midwives, against the same number of the preceding year

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Many new books were purchased for the library, and the college buildings received considerable additions during the year.

302. *Campbell Medical School, Sealdah.*—There were 190 students on the rolls, against 170 of last year and 149 of the year before. The session opened with 111 students, and 79 others were admitted or re-admitted. Of 56 first-year students, 54 passed for promotion to the second-year class, against 63 of the previous year. Of 54 second-year students who went up for the first diploma examination, 53 passed, against 38 of the preceding year. Of 47 candidates for the final examination, 37 passed, against 20 of last year. Of the 10 unsuccessful candidates, 6 failed in medicine and one in midwifery, while three students failed in two subjects.

There were 4 admissions to the compounders' class at this school during the year under report, against 7 of last year and 14 of the year before. The falling off is ascribed to the fact that half-yearly examinations are now held. At the April examination, out of 61 candidates 49 passed; and in October, out of 36 candidates 25 passed.

The receipts of the school were Rs. 4,119, against Rs. 4,088 of last year, and the expenditure Rs. 44,624 against Rs. 46,378.

303. *Dacca Medical School.*—There were at the close of the session 6 students in the fourth-year class, 34 in the third, 46 in the second, and 45 in the first, making a total of 131, against 119 of the previous year. Of these, 30 were vernacular scholars, 8 medical scholars, and 10 free students. Of 38 candidates at the first diploma examination, 34 passed, against 39 of the preceding year. At the final examination, out of 40 candidates 33 passed, against 16 of last year.

The receipts were Rs. 3,390, against Rs. 2,963 of the previous year, and the expenditure Rs. 19,621, against Rs. 20,102.

304. *Temple Medical School, Bankipore.*—The session opened with 192 students in the civil class only, including 11 transferred from the abolished medical school at Nagpore; one in the fourth-year class, 36 in the third, 55 in the second, and 100 in the first-year. Thirty were struck off for default in payment of school fees, so that the number at the end of the session was reduced to 162; one in the fourth-year class, 34 in the third, 48 in the second, and 79 in the first-year. Of 48 second-year students, 32 passed the first diploma examination, against 21 of the preceding year. Of 34 third-year and one fourth-year students, 23, including 11 from Nagpore, passed the final examination, against 26 of last year.

The receipts from fees were Rs. 2,465.

305. *Cuttack Medical School.*—The number of students was 35, against 36 of last year; 14 in the first-year class, 12 in the second, and 9 in the third. Twelve candidates went up for the first diploma examination, and all passed, against 8 of the preceding year. All the 9 candidates at the final examination passed, against 12 of the previous year.

306. *Dacca Homœopathic School.*—This school has gained considerably in popularity, evidenced by an increase of over 100 students. The monthly fee-rate is one rupee, and the receipts from that source amounted to Rs. 1,200. It appears that after a three-years' course the pupils are considered qualified to practise, and may expect to earn an income of Rs. 30 to Rs. 50 a month.

307. ENGINEERING.—The institutions for teaching engineering and its allied subject, surveying, are the Engineering College at Seebpore, the three Government survey schools at Dacca, Patna, and Cuttack, and the municipal survey school for the training of ameens at Ranchi. The total number of students in these institutions is 354, against 328 of the year before, the increase being confined to the Government vernacular schools, and chiefly to those of Patna and Cuttack.

308. *Engineering College, Seebpore.*—The following changes took place in the staff of the college. On the retirement of Mr. C. Fouracres, Superintendent of the Workshops attached to the College, Mr. Coxe, the Assistant Superintendent, was appointed to officiate for him. A practical engineer of large and varied experience, Mr. Fouracres was eminently fitted for the duties entrusted to him. He was devoted to his work, and his recent lamented death has been keenly felt by the students, in whom he took so warm an

interest during the best part of his working life, as well as by a large circle of personal and professional friends.

309. The number of students in the engineer department on the 1st April 1884 was 55; 26 in the first-year class, 17 in the second, 11 in the third, and 1 in the fourth; against 61 on the same date of the previous year, and 66 in April 1882.

The number of students in the apprentice department on the 1st April 1884 was 111; 37 in the first-year class, 44 in the second, 16 in the third, 11 in the fourth, and 3 in the fifth; against 105 and 104 in the two preceding years.

The second and third-year engineer classes went to Muddapore for the annual survey work. The first-year engineer class, and the first, second, and third-year apprentice classes, were instructed in surveying at the college during the cold weather.

Irregularity in attendance and inattention to duty in the workshops prevailed among the students, especially the native students, during the earlier part of the year; but a great improvement is reported to have taken place in these respects under the enforcement of stricter rules.

310. Large additions were made to the college buildings, chiefly in providing superior accommodation for lodging the native students. The new boarding-house was brought up to beam-level, and though the work was stopped during the course of the year, further funds were at length provided, and one of the wings is rapidly approaching completion. The cook-house and other necessary offices have been finished.

The library has been considerably enlarged. Mineral specimens and crystal models were procured during the year from the Indian Museum, and telegraphic apparatus from the Government Telegraph Department. A large collection of specimens illustrating the manufacture of iron and other substances was also procured from the International Exhibition through the exertions of Professor Mondy; they have been deposited in the College Museum, with the names of the donors attached.

311. The Volunteer Corps is in fairly good condition; but the Athletic Club is in a declining state owing to an alleged want of cordiality between the engineer-students and the apprentices. The native students take no part in these exercises.

The health of the college was very good—a result due to the improved drainage of the compound and the closing of the college during the unhealthy season of the year.

312. The receipts of the college from fees were Rs. 5,221, and the expenditure Rs. 57,999; against Rs. 5,790 and Rs. 57,316 respectively in the previous year.

There were in the two hostels attached to the college 155 boarders—105 Hindus and 50 Christians. The receipts and expenditure for the native mess were Rs. 4,389 and Rs. 7,680 respectively, and those for the Christian mess Rs. 6,537 and Rs. 11,661. The Board of Visitors met twice during the year for the transaction of business.

313. The subjoined table shows the number of candidates and the number that passed the various tests for employment in the Public Works Department, the examinations for which have hitherto been conducted by the staff of the college:—

Examinations.	August 1883.		March 1884.	
	Number examined.	Number passed.	Number examined.	Number passed.
For Assistant Engineer grade ...	.....	.....	3	1
" Sub-Engineer grade ...	.....	.....	1	1
" Overseer " ...	.....	.....	1	.....
" Sub-Overseer " ...	.....	.....	.....	.....
" Accountant " ...	87	37	92	44

On the result of these and of the college examinations, one certificate was issued for the grade of Assistant Engineer, one for that of Sub-Engineer, three for Overseer, and 81 for Accountant.

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314. *Dacca Survey School.*—There were on the 31st March 53 students, against 52 of last year; 34 in the first-year class and 19 in the second. Of 27 students who appeared at the annual examination of the first-year class, 19 were promoted to the second year. For the final examination 21 candidates appeared and 13 passed, against 9 of the previous year. The income from fees was Rs. 497, against Rs. 401 of last year, and the expenditure Rs. 3,653, against Rs. 3,265. The increase in expenditure was due to the purchase of two theodolites for the school, and also to the payment of house-rent for the entire year, while last year it was paid for nine months only.

The demand for the passed students of the Dacca Survey School continues to be as active as before.

315. *Patna Survey School.*—The number of students on the 31st March was 54, against 43 of the previous year; 39 Hindus and 15 Mahommadans. Of 27 students who went up for the annual examination of the first-year class, 24 passed for promotion. All the 12 students of the second-year class passed the final examination, against 9 of last year. The receipts from fees were Rs. 482, against Rs. 242 of the preceding year, and the expenditure Rs. 2,545, against Rs. 2,584.

316. *Cuttack Survey School.*—There were on the 31st March 66 students, against 51 of last year and 43 of the year before—a fact that shows the popularity of the school and its appreciation by those for whom it is chiefly intended. Out of 40 students of the first-year class 25 were promoted to the second year. Of 15 candidates at the final examination 13 passed. The receipts from fees were Rs. 436, against Rs. 246 of last year, and the expenditure Rs. 2,720, against Rs. 2,525. The increased charge is due to the purchase of furniture for the school and to the annual increment in the salary of the head-master.

317. *Ranchi Survey Class.*—This class was opened in 1882-83 for training *amins* for employment in the Chota Nagpore estate, and in the road-cess and other local works. It is supported entirely from municipal funds, and is attended by 15 students, against 16 of last year. All the students are native Christians of aboriginal birth, belonging to the poorer classes of society. The work of instruction is carried on during his leisure hours by the third master of the Ranchi zillah school, for which he receives an extra allowance of Rs. 10 a month. Instruction is given in practical geometry, mensuration, surveying with chain and compass, and plotting from the field-book. The Assistant Inspector, Baboo Bireswar Chakrabati, recommends the appointment of a special teacher for the school.

318. ART AND INDUSTRY.—There are no very important institutions under this head except the Government School of Art in Calcutta, which has been steadily advancing of late years in prosperity and usefulness. The other schools show little change.

319. *School of Art.*—The number of students on the 31st March was 139, against 96 of the previous year and 77 of the year before. The steady increase in numbers shows the popularity of the institution and the estimate in which it is held by the public.

Of the total number of students 48 are in the elementary class. The remainder are distributed over the following classes: architectural, cast-drawing, modelling, oil-painting, water-colour, lithography, wood-engraving, wood-carving, and metal repoussé work. The last two classes are new, having been opened in February 1884. All the students are doing well, especially those in the higher classes, who are taught figure-drawing from the cast, oil-painting from life, &c. The students of these and of the industrial art classes were employed during the greater part of the year in working for the Calcutta Exhibition. They gained for the school one gold, two silver, and three bronze medals, besides three first and three second-class certificates. The specimens of pottery and metal repoussé work were much appreciated, and sold to advantage. Several orders for duplicates of the exhibits have been received. The wood-carving was hardly so successful. The carved cabinet which formed the chief exhibit in this branch, though attracting attention from the excellence of its carving, did not obtain a sale by reason of its high price, the inferior style of the carpentry, and the warping of the wood. The heavy cost of its construction is due to the paucity of wood-carvers in Calcutta, the few who passess the art naturally demanding excessive wages. This fact greatly handicaps the school in its

competition with the workmen of those provinces in which wood-carving is an ancient and established industry. But as the students now under instruction become proficient in this branch of art, it may be hoped that Calcutta will be able to hold its own in the industry, for the products of which there is a practically unlimited demand.

In addition to the work for the Exhibition, the modelling class executed for the South Kensington Museum nine casts from remains of the city of Gour. The lithographic class is engaged in the illustration of a monograph on figs by Dr. George King of the Botanic Gardens, and of a work on the agriculture of Behar by Mr. G. A. Grierson. The minor illustrations for the latter are being prepared by the students of the wood-engraving class. All these illustrations, with the exception of the wood-engravings, are printed at the school.

The receipts from fees were Rs. 2,803, against Rs. 2,466 of last year, and the expenditure Rs. 18,109, against Rs. 16,847.

Some applications were received for the admission of ladies to the School of Art, but they could not be entertained owing to the want of room consequent on the increased number of students.

320. *Art Gallery.*—The Art Gallery received numerous and valuable additions during the year. Sixteen oil-paintings were selected from the collection of Mr. Joseph Schnell in the Calcutta Exhibition at a cost of Rs. 7,200. Four were also purchased from Mr. Van Ruitt, the well-known artist of Bombay. Of these last, two pictures entitled "Startling Intelligence" and "At a well in Bombay" were greatly admired, and must be regarded as valuable acquisitions to the Gallery. Lord Northbrook, to whom the Gallery has owed so much from the beginning, also sent out a large consignment of pictures, books, and other works of art, purchased from the balance of the sum of £1,000 remitted to him some years since. The following is a list of the paintings:—

	Price. £
1. Marriage of the Virgin	130
2. Saint Cecilia (after Domenichino)	35
3. Interior of a Church (School of Steinwick)	20
4. Infant Hercules strangling Serpents (after Reynolds) ...	15
5. Portrait after Velasquez (R. Muller)	80
6. De Hooghe (by Charodeau)	106
7. Lord Clive and his Family (water-colour copy of Reynolds)	10

The consignment also included a valuable portfolio containing 38 engravings of the frescoes of Giotto, 58 chromo-lithographs, and 28 engravings of the Arundel Society; a portfolio containing 29 drawings in water-colour of the Taj at Agra; and a number of etchings, engravings, and pamphlets of various kinds. Altogether, the Government is deeply indebted to Lord Northbrook for the labour and taste he has bestowed on the selection of these the latest additions to the Art Gallery.

The Gallery continues to be visited by large numbers of persons, European and native. It was open to the public for 83 days only, as it was under repairs for five months. The number of visitors was 2,184, of whom 217 were Europeans and Eurasians, 113 Mahomedans, and 1,884 Hindus. Ladies and gentlemen as well as students availed themselves of the facilities afforded by the collection for studying and copying good work. It is greatly to be regretted that the collection is so badly housed. The building is in a dilapidated and almost dangerous condition, and a destructive storm might do irreparable damage to its contents. The erection of a new building for the Art School and Gallery, specially adapted to their purposes, is a very urgent requirement.

321. *Ranchi Industrial School.*—This school is under the Berlin Mission, and receives a grant of Rs. 100 a month from Government. It consists of a carpenters' and a blacksmiths' department, and is attended by poor native Christians, mostly of aboriginal birth. The number of students on the 31st March was 28, against 30 of last year. The pupils receive monthly stipends of one or two rupees, and are trained in blacksmith's and carpenter's work, particularly the latter. A European superintendent was appointed towards the close of the year under review. The total expenditure was Rs. 1,200, the amount paid by Government.

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322. *The Dehree Industrial School.*—This is a middle vernacular school, maintained by the Public Works Department for the education of the children of the workmen at Dehree, though other children of the neighbourhood are also allowed to attend. An additional teacher has been appointed to the school during the year under report. Though returned as an industrial school, the industrial element in it is little more than an appendage to the ordinary middle course of instruction.

323. *Patna Industrial School.*—This school receives no grant from Government, and has furnished no returns. It had 16 students at the close of the year. A house has been purchased, and a pathsala is to be attached to teach the apprentices reading, writing, and arithmetic.

324. *Artisan Schools at Nawadi, Mokamah, Jamalpore, Sahebgunge, and Dinapore.*—These schools are maintained by the East Indian Railway Company for the education of the workmen employed under it, and are attended by 165, 42, 61, 48, and 133 students respectively. They are taught reading, writing, and arithmetic. Only the first-named school has furnished returns under this heading.

325. The only other schools of special or technical training are the Music School at Calcutta, managed and maintained since the year 1871 by Raja Surendra Mohan Tagore, C.I.E., and two music schools in the Bankoora district. The number of pupils in the former has declined from 43 to 32. Both vocal and instrumental music is studied and practised, there being one class for vocal music and three for instrumental. The latter includes the *sitar*, *behalina* (violin), and *mridanga*. The expenditure was Rs. 1,200, of which a grant of Rs. 300 was made by Government. The fee-rate is one rupee in all classes.

The two music schools at Bankoora and Bishenpore together returned 30 pupils. They received grants of Rs. 10 and Rs. 8 from the primary fund of the Bankoora district. The grants were withdrawn and the schools closed from the 1st April 1884.

Madrassas, Sanskrit schools, and *kyoungs* (or Buddhist monastic schools) will be considered under the heads of Mahomedan education and indigenous schools.

The Hazaribagh Reformatory School is maintained by the Jail Department, and teaches 61 juvenile offenders to read, write, and manufacture useful articles. The Government has declared that the statistics of education of convict-pupils should not be mixed up with those of the free population; and the school will not be included in future returns of this Department.

326. AGRICULTURAL SCHOLARSHIPS.—In accordance with a resolution of the Government of Bengal in 1880, two scholarships were created of the value of £200 a year each, tenable in an English agricultural college for two years and a half by natives of Bengal, Behar, and Orissa who have passed the B.A. examination on the physical side. A grant of Rs. 1,000 was also made to each selected candidate for the voyage to England, with a similar allowance for the return journey. At the fourth election the two scholarships were awarded to Babu Dwijendra Lal Ray, M.A., and Babu Nritya Gopal Mookerjee, M.A., tenable in the Cirencester Agricultural College. Hitherto the agricultural scholars from Bengal used to enter for the January term; but it has now been decided that future scholars shall join the college at the beginning of the May term, which will bring them to England at a time when they are much less likely to suffer from changes of climate. The Government of Bengal, under orders No. 132, dated the 27th July 1883, sanctioned the establishment of two scholarships at the Cirencester College, one of £50 and the other of £20, to be competed for by holders of agricultural scholarships from Bengal in order to encourage the study of veterinary science. The highest of these two scholarships was won at the close of the session in 1883 by Babu Grish Chander Bose, M.A., who has now returned to England after completing a distinguished course at the college. The other scholar of the year, Babu Byomkesh Chakrabatti, M.A., was compelled by continued illness to put off his examination, and his scholarship has been renewed by the Government of Bengal for another session.

327. *The Indian Association for the Cultivation of Science.*—An account of this useful institution, which owes its existence to the sustained efforts of Dr. Mahendra Lall Sircar, was given in the last report. No further account of it has been received.

VII.—FEMALE EDUCATION.

328. The following statement compares the statistics of female education for this and the previous year:—

	1882-83.*		1883-84.†	
	Schools.	Pupils.	Schools.	Pupils.
GIRLS' SCHOOLS—				
Maintained by the Department	2	301	2	269
Do. Municipal Boards	...	...	4	168
Aided by the Department or by Municipal Boards	1,311	24,623	1,703	29,717
Unaided	85	2,561	76	2,013
Total ...	1,398	27,485	1,785	32,167
Girls in Boys' Schools	.....	31,137	.....	33,646
GRAND TOTAL ...	1,398	58,622	1,785	65,813

* The figures for 1883 include European schools, which cannot be separated from schools for native girls.
† The figures for 1884 exclude European schools, now separately returned.

The number of girls' schools has increased from 1,398 to 1,785, and their pupils from 27,485 to 32,167. The number of girls in boys' schools also increased from 31,137 to 33,646; so that the total number of girls under instruction (exclusive of those reading in European schools) was 65,813 against 58,622, or, excluding 930 little boys attending girls' schools, 64,883 against 57,328. Besides the above, there were at the close of the year 12 private (indigenous) schools for girls, with an attendance of 339 pupils. It is noteworthy that from 1882 there have been more girls reading in ordinary boys' schools than in girls' schools,—a circumstance which affords ground for the hope that female education is capable in this way of indefinite extension. The payment of a subsidy of one rupee a month to a teacher for every four or five girls under instruction supplies him with a sufficient incentive to work a girls' class, and the plan has been tried with success in several districts.

329. The large expansion of female education in recent years in Bengal has been mainly due to the encouragement of girls' classes established in connection with primary schools for boys. The Education Commission recommended that mixed schools for boys and girls should not be maintained except under special circumstances. The circumstances of Bengal doubtless differ in this respect from those of some other provinces; and the success that has attended the mixed system of education is a sufficient proof of this. But as to the fact of the success there can be no reasonable doubt. The necessary limitations to the system are found in the fact that girls seldom attend school after they are ten years old. Up to that age boys and girls play together, and there seems to be no reason why they should not also read together. In remarking on the Education Commission's Report the Lieutenant-Governor has observed:—"General opinion testifies to the great success which attends these schools and to their entire agreement with social conditions in this province. The experience of every inspecting officer in Bengal confirms the high value which the Bengal Provincial Committee attached to mixed schools. The competition between the girls and the boys in these schools is of the utmost value in stimulating the progress of both.....Never has any hint of danger or difficulty been suggested by any resident of the mofussil or by any native witness.....For these reasons, as well as for others of a more general character, the Lieutenant-Governor altogether opposes the Commission's recommendations on this point." The Government of India has not contested the Lieutenant-Governor's views thus forcibly expressed.

330. The total cost of 1,785 girls' schools with 32,167 pupils was Rs. 2,26,787, of which Government contributed Rs. 84,324. The expenditure from municipal funds was Rs. 5,218, from fees Rs. 17,985, and from all other sources, mainly subscriptions and donations, Rs. 1,19,260. The two Government high English schools cost altogether Rs. 21,350; the four lower primary schools maintained by municipal boards cost Rs. 820; 1,703 schools aided by Government or by municipalities (including one high school in Calcutta, 24 middle English, and 11 middle vernacular) cost Rs. 1,93,550;

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and 76 unaided schools (including 3 high and 4 middle) cost Rs. 11,067. Of the 1,703 aided schools, 325 were assisted from the grant-in-aid allotment and municipal funds, one from the circle grant, and 1,377 from the primary grant.

331. The two Government schools are the Bethune School in Calcutta and the Eden Female School at Dacca. The numerical strength of the school department of the Bethune School was 112, and that of the college department 5, of whom two were in the second-year and three in the third-year class. A fourth student joined the third-year class after the close of the year, having passed the supplementary examination in May. Three candidates appeared for the First Arts examination, of whom two were successful, one being placed in the second division and one in the third. There were no candidates for the B.A. degree. One girl appeared at the Entrance examination, but failed to pass. At the middle scholarship examination two out of five girls passed in the second division. The college department cost Rs. 3,508, of which Rs. 3,120 were paid by Government. The expenditure of the school department was Rs. 15,470, of which Government contributed Rs. 11,920: the fees in both departments amounted to Rs. 3,938. Proposals were made during the course of the year for making additions to the school building, in order to provide increased accommodation, especially for boarders. The estimate amounted to Rs. 16,000, of which Rs. 6,000 were to be provided from the funds of the school and Rs. 10,000 by Government. But in consequence of financial pressure this much-needed improvement had to be abandoned for the current year.

332. The Eden Girls' School at Dacca had 157 pupils, against 191 of the preceding year. The school cost Rs. 5,880, of which Government contributed Rs. 4,910 and Rs. 970 were raised from private sources, chiefly subscriptions. The Inspector thinks that the time has arrived for levying higher rates of schooling fees, so as to meet a substantial share of the expenditure. The Commissioner also is of opinion that the school "has been quite long enough supported by private subscriptions, and it is high time to see if the school is a *real* want; if it is, the parents of girls will readily pay the small fees demanded; if not, the sooner the school is closed the better, and the public money expended on it devoted to some other purpose." Three girls from the school passed at the upper and four at the lower primary scholarship examination. There were no candidates at the middle examinations. Two or three girls are preparing for the ensuing Entrance examination; but when these girls leave school, it is doubtful whether the Entrance class will be kept up.

333. Of the young ladies who have taken the lead among the more highly educated women of Bengal, Kadambini Bose (now Mrs. Ganguli), who took the B.A. degree in January 1883, is studying medicine in the Calcutta Medical College; and Chandra Mukhi Bose, who has taken the M.A. degree with honours in English, has recently been appointed a teacher in the college classes of the Bethune School. Ellen D'Abreu and Abala Das, who passed the First Arts and Entrance examinations respectively from the Bethune School in January 1882, have since joined the Madras Medical College; and their original scholarships having expired, His Honor the Lieutenant-Governor has granted them scholarships of Rs. 20 a month, tenable to the end of their college course. Virginia Mary Mitter and Bidhu Mukhi Bose, who joined the Calcutta Medical College after passing the First Arts examination, have been granted special medical scholarships of Rs. 20 a month tenable for five years. The Government Resolution sanctioning the scholarships goes on to say:—"Only the experience of years can show whether the educated women of Bengal will avail themselves of the facilities now offered to them, and prove, by real work, that they are fit for the duties and responsibilities which some of the more advanced among them are anxious to assume." Nirmalabala Mookerjea, who passed the First Arts examination in the first division, was also awarded a first-grade senior scholarship, and is now reading in the Bethune School for the B.A. degree Kamini Sen was awarded the scholarship vacated by Virginia Mitter on joining the Medical College. She is also reading in the third-year class of the Bethune School, together with Kumodini Kastagiri and Priyatama Dutt, the latter of whom passed the supplementary F.A. examination held in May 1884 The second-year class is composed of Labanya Prabhu Bose and

Bindu Bashini Bose, the latter of whom (like Nirmalabala Mookerjea) passed the Entrance examination from the Free Church Normal school. No native girls were successful at the Entrance examination held in December last. Three European girls passed, and were awarded scholarships. One of them, Miss Babonau, is reading in the Doveton College; one has left for England; and the third has been obliged to give up her studies in consequence of ill-health. In the Free Church Normal school, three girls are now reading for Entrance, but none beyond that standard.

334. The subjoined statement shows the institutions in Calcutta (other than the Bethune School) which are aided by Government for the promotion of female education among natives. The schools are all attended by native girls, except the training class in connection with the Church of England Zenana Mission Normal School, in which European and Eurasian girls are trained to be teachers in native schools. The total monthly grant amounts to Rs. 1,280.

I.—Zenana Agencies.

	Monthly grant. Rs.	A.	P.
American Mission Agency	752	0	0
Church of England Zenana Mission Agency	300	0	0
Church of Scotland Agency	100	0	0
Free Church Agency	90	0	0
Total ...	1,242	0	0

II.—Normal Schools.

Free Church Normal School	166	10	8
Church of England Zenana Mission School	160	0	0
Total ...	326	10	8

III.—Orphanages.

Church of Scotland Orphanage	40	0	0
American Mission Foundling Asylum	100	0	0
Free Church Orphanage	75	0	0
Total ...	215	0	0

IV.—Schools for Native Girls.

Church of Scotland—			
Dhobapara	20	0	0
Kidderpore	20	0	0
Sonai	20	0	0
Free Church—			
Dr. Duff's School	80	0	0
Church Mission Society—			
Cornwallis Square High English	160	0	0
Central School	50	0	0
Mirzapore Hindu School	15	0	0
Syambazar School	25	0	0
Kansaripara Girls'			
Wesleyan—			
Taltollah School	20	0	0
Dhurumtollah	25	0	0
Unitarian—			
Dhurumtollah School	40	0	0
Under Hindu management—			
Durjipara Girls'	21	0	0
Total ...	496	0	0

335 The Church Mission Society's high school had 42 pupils, of whom two were Eurasians and 39 native Christians, and one was a Hindu. The expenditure was Rs. 5,796, of which Government contributed Rs. 1,760. The fee-receipts were Rs. 1,777. The Church of Scotland and Free Church orphanages were attended by 137 pupils in all. Although classed as middle schools, they have never attempted to teach the departmental standard. Under the zenana agencies are employed 107 teachers, who visit 1,643 women and children. The operations of the agencies are not confined to the town, but extend to villages easily accessible from Calcutta. Most of the remaining schools are classed as upper primaries, though they have never sent candidates to the upper primary scholarship examination. Six unaided schools in Calcutta with 503 pupils are reported; two of them have since received grants-in-aid.

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336. Mrs. Wheeler, Inspectress of Schools, has furnished the progres returns of 3,024 pupils reading in zenanas and in schools for infants in Calcutta, Hooghly, and the 24-Pergunnahs. The standards under which they were examined are the following:—The primary stage, lower section, is that of a pupil who can read little words, can distinguish the different letters composing the words, can write the alphabet neatly, and can numerate up to 50. The higher section of the primary stage is that of a pupil who is at least able to read little stories, to spell words with compound letters, to write easy sentences from dictation, and to write and count the numbers up to 100. If she can answer questions about the stories she has been reading, can write such stories from dictation, can read, spell, and explain compound words, can numerate up to figures with ciphers, and do a simple addition sum, she is on the upper limits of the primary and close to the middle stage. In the middle stage, she should read *Bodhoday*, write and spell well, and do addition and subtraction. If she further knows a little grammar and the definitions of geography, can write and spell faultlessly, can turn a piece of poetry into prose, and do a multiplication sum, she is approaching the confines of the upper stage. It should be understood that these standards are applicable mainly to schools under zenana agencies in Calcutta. The ordinary schools for girls in the mofussil read for the standards of the different scholarship examinations prescribed by Government, or for those fixed by the Hitakari Sabha of Uttarpara for its own, scholarship examinations.

337. Applying the foregoing standards to the 3,024 pupils examined, Mrs. Wheeler reports that 1,192 were mere infants, and were not presented for examination by any of the standards; 606 were reading the lower and 1,140 the upper primary standard; 443 the middle and 43 the higher standard. Of these 64 passed by the lower and 39 by the upper primary standard; 64 by the middle, and only three by the upper standard. In other words, out of 1,832 pupils presented for examination, only 170 passed in all the standards taken together. The percentage of success was therefore 9·2. If infants were taken into account, the percentage would be reduced to 5·6.

338. Mrs. Wheeler examined 416 pupils connected with schools and zenanas of the American Zenana Mission, and of these 37 passed by her standards. This Mission reported on the 31st March last 1,112 pupils under instruction, so that a large number of them were not examined by the Inspectress during the year. The number returned by the Church of England Zenana Mission was 248, and the Inspectress has returned 753 pupils of this Mission as having been examined by her. These last numbers include in fact 725 girls reading in schools for infants, so that of the 248 *bonâ fide* zenana pupils only 28 were examined The total of passed pupils of the Church of England Mission was 73, out of 753 examined. The Church of Scotland Mission has returned 72 pupils, of whom 39 were examined and only 5 declared as passed. Mrs. Wheeler adds that out of 569 pupils belonging to infant schools under this Mission only three passed by any of her standards. The Free Church Zenana Agency has reported 211 pupils, of whom 49 were examined by Mrs. Wheeler, and of these 21 passed by her standards. The infant schools connected with the Mission presented 179 pupils for examination, of whom 31 passed. It will thus be seen that each Missionary agency in Calcutta divides its labours between schools and zenanas, the latter alone being closed to male visitors. These therefore are the institutions which have the first claim on the time of the Inspectress, and she has felt that she could not devote to them during the past year a fair share of her attention. She has expressed a hope of being able to discharge this portion of her duties more systematically during the current year.

339. The figures above given show how small is the proportion of pupils in the girls' schools and zenanas of Calcutta that pass by the recognised standards. The necessary inference is either that the standards are not taught, or that the system of examination is not understood by the managers and scholars. It is well known, and has been frequently dwelt on in previous reports, that, in the zenanas at any rate, the secular part of the instruction is carried on in a somewhat loose and unsystematic way; and this, regard being had to the circumstances and the difficulties of the situation, is doubtless to some extent inevitable. But in the schools the case is different. In them there are permanent teachers, regular hours of attendance, fixed text books

and standards, and a definite system of instruction. The returns as above given do not show what is the proportion of success among the pupils of zenana schools and zenanas respectively; and this point will be attended to in future reports, which will show, for each set of schools and zenanas, the number under instruction, the number examined, the number passed, and the amount of the Government grant. But it is abundantly clear that, whether in schools or in zenanas, the ratio of success is very low. It may be that no separate standards for girls are required, and that the schools would do better if they read the ordinary standards and subjects prescribed for boys' schools. This position has been maintained by competent authorities, in the face of the Education Commission's recommendation "that the standards of instruction for girls' schools be simpler than those for boys' schools, and be drawn up with special reference to the requirements of home life and to the occupations open to women." Or again it may be that the special standards prescribed are not those most suitable to the circumstances. Or, lastly, it may be that the standards are in themselves suitable and good, but that the teaching power is deficient or the method of examination ill understood. I propose to consider all these points at a conference of school-managers to be held in Calcutta next cold weather.

340. The Inspectress considers that the large percentage of failures at her examinations was due to the circumstance that the pupils were not well grounded in the lower standards before proceeding to the higher. She adds, however, that the teachers are now beginning to see that it is better to do a little well than to attempt too much and fail. The ill success of the Church of Scotland schools is attributed to the late dissensions in its managing body; but the Inspectress is quite satisfied with the altered arrangements recently carried out. Some of the zenanas attempt to teach little girls of 5 or 6 at their houses. Whatever may be the wisdom of enforcing the seclusion of married ladies in this country in the matter of education, it could never have been intended that little children should in this connection be treated like adults, and should never cross their parents' thresholds to attend a school in the neighbourhood. The Inspectress will be called upon to report what zenana agencies are found to encourage this retrograde movement—one which is by no means in consonance with the feelings of the community or the time-honoured customs of the country. I have already pointed out that more girls attend schools for boys than institutions specially established for their benefit; and that of the special schools for girls, nearly 70 per cent. are aided from the primary grant, and sit presumably in the same house with the boys' schools.

341. The Inspectress condemns the system prevailing in some of the Mission schools under which prizes are given to girls, not as the reward of merit, good conduct, or regular attendance, but for coming to school at all. The point is a delicate one to dwell upon in a public report; but if the parents of the pupils refuse to send their children to school except for a pecuniary consideration, a mission which has a two-fold object in view can hardly be blamed for yielding to the local perversity of sentiment. Mrs. Wheeler also very properly holds that in zenana schools the grants should be smaller for pupils who begin their letters after the age of 18 or 20, as in such cases the progress made is seldom satisfactory.

342. Outside Calcutta the duties of the Inspectress nominally include the visiting of schools in the 24-Pergunnahs, Hooghly, and Howrah; but they are practically confined to girls' schools connected with agencies that have their head-quarters in Calcutta. Even when thus restricted, the work of the Inspectress is quite sufficient to occupy one person's whole time, if the schools, and especially the zenanas of Calcutta, are to be efficiently supervised; and it is desirable to reduce rather than to extend the area of inspection, unless additional Inspectresses are provided. In the meantime it may be generally stated that girls' schools outside Calcutta read the ordinary departmental standards prescribed for boys, with the exception of schools in the Burdwan Division, which mostly follow the special standards of the Uttarpara Hitakari Sabha; and that all girls' schools in the mofussil are under the ordinary inspection of the regular Deputy and Sub-Inspectors. From time to time the Inspectress has indeed been deputed to visit schools or zenana associations outside Calcutta; but these occasions are exceptional, and the visits have been made

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for a special purpose, supplementary to the ordinary district routine. It follows also that, since they read the same standards, girls should compete for the same scholarships as boys; and this they do with no inconsiderable share of success. If special standards are to be prescribed for girls' schools generally, as the Education Commission recommends, separate scholarships must be provided for them; and however desirable in other ways that course may be, the special advantage of pitting the boys of a district against the girls, and stimulating both to increased exertions through the competition thus excited, would at any rate be lost.

343. There is one danger to be specially guarded against in this connection. Putting aside missionary effort, it is to be feared that there is very little enthusiasm for female education among the population generally. Natives of intelligence know perfectly well that when the women of the country begin to be generally educated and to learn independence, troublous times are in store for them. They may thoroughly allow that when the process has been completed, the nation will rise in intelligence, in character, and in all the graces of life. But they are equally well aware that while the process of education is going on, the period of transition will be marked by the loosening of social ties, the upheaval of customary ways, and by continued and severe domestic affliction. A Sub-Inspector lately observed to Mr. C. B. Clarke in strict confidence :—"I am opposed to girls' schools, Sir, really: the female mind is very vain, and even a little reading and writing makes them useless for all the work they should do for us." Mr. Clarke calls this officer a man of superior honesty, and that he doubtless is; but if his views are widely shared, and if no real desire or enthusiasm is felt for the spread of education among women, it is well to reflect that by keeping, either altogether or in great part, the same standards for girls as for boys, we are doing what we can to prevent girls' schools and the education given in them from degenerating into a sham. If the girls learn in essentials the same standards as the boys, they will have a chance of being educated in a much more robust and genuine fashion than if the course is framed so as to include a number of fancy subjects, including the hideous wool-work, with its mixture of greens, reds and yellows, in which girls' schools commonly take so keen a delight, to the serious degradation of the national taste.

344. In the Presidency Division the number of girls' schools rose from 243 to 303, and their pupils from 5,706 to 7,048. The Government expenditure in them rose from Rs. 13,173 to Rs. 14,640, and the expenditure from local sources from Rs. 28,891 to Rs. 29,858. There were also 3,168 girls in boys' schools, against 3,088 of the previous year; so that the total number of girls under instruction was 10,216, or rather 10,123, excluding 93 boys attending schools for girls. Some additional provision, again, is made for female education in the 24-Pergunnahs by schools connected with zenana agencies, which have their head-quarters in Calcutta and are aided from the Calcutta grant. The largest number of girls reading in boys' schools is returned from the 24-Pergunnahs; Khoolna stands second, and Jessore third. In respect of the total numbers under instruction, the numbers range from 629 in Moorshedabad to 2,789 in Nuddea and 3,493 in the 24-Pergunnahs. The old departmental rule under which gurus earned extra rewards for teaching girls should be systematically revived, so as to interest them in the progress of female education. The standard reached by girls' schools is by no means high. No girl passed by the middle vernacular standard; but Srimati Biraj Nandini Bhaumik, of Senhati Baruipara patshala in Khoolna, passed the upper primary scholarship examination. The results of the lower primary scholarship examination were, as might be expected, more favourable, and 30 girls were successful against 32 of the previous year. On the question of separate standards Mr. Clarke, the Inspector, has observed:—"We have 2,000 girls in the boys' pathsalas of Jessore, and these girls learn more in them than they would in separate pathsalas, and cost us absolutely nothing. The moment we set up separate standards, we shall have a demand for separate schools or for separate tuition for these girls, involving us in large additional expense; while I believe we should lose in educational results rather than gain"

345. In the Burdwan Division the number of girls' schools has risen from 127 to 151, and their pupils have advanced from 2,475 to 3,497 (including 34 boys). Girls in boys' schools have declined from 8,534 to 7,503. The number

of girls under instruction has increased in all districts except Bankoorah, where there has been a large falling off, owing, as the District Magistrate observes, to "the discontinuance of the capitation allowance for teaching girls." The number of girls receiving instruction in mixed schools for boys and girls, as shown above, is more than double the number in the special schools for girls; and the plan of teaching boys and girls together in the same school, by means of special rewards paid to the guru for the latter, is certainly the cheapest that can be devised, and probably the best in the present circumstances of the country. Of the 127 aided schools, 59 received aid from the grant-in-aid allotment and 68 from the primary grant. In the previous year there were 52 grant-in-aid and 65 primary grant schools. Midnapore and Hooghly show an increase of 5 and 3 grant-in-aid schools respectively, whilst Howrah shows a decrease of one school. The primary grant schools have increased by 5 in Midnapore, 1 in Howrah, 3 in Beerbhoom, and 1 in Burdwan, and decreased by 4 in Hooghly and 3 in Bankoorah. On the whole there has been during the year a gain of 24 schools (10 aided and 14 unaided) and of 1,022 pupils in them, and a loss of 1,031 girls in mixed schools.

346. There are two zenana agencies in the Burdwan Division which receive aid from Government for the promotion of female education, namely, the American Mission Agency at Midnapore and the agency under Miss Raikes at Chinsurah. The grants sanctioned for these agencies are Rs. 50 and Rs. 80 a month respectively. From the returns furnished by the Deputy Inspectors of Midnapore and Hooghly, it appears that 185 adults are under instruction in the zenanas. The course of studies in the zenanas, as also in the schools under the different zenana agencies, is that prescribed by the Department. In other schools the course has been determined by the standards of the scholarship examinations held by the Uttarpara Hitakari Sabha. These last standards are higher than those of the Department; indeed, they are said to be too high, and to encourage the undue forcing of pupils. A representation to this effect has recently been made to the Society; and it is understood that they have consented to modify and reduce their standards. To the scholarship examinations conducted by the Sabha, 49 schools from the districts of Hooghly, Howrah, Burdwan, and Bankoora sent up 100 candidates, of whom 84 competed for the first, 14 for the second, and 2 for the final standard of examination, nearly corresponding to the 4th, 5th, and 6th departmental standards. Seventy-nine girls (all Hindus) passed, 77 from aided institutions and 2 as private pupils. The society is a most valuable auxiliary to the Department, and is doing very useful work in the four districts in which it conducts its examinations or awards its scholarships. In the district of Bankoorah three scholarships of Rs. 2 and nine of Re. 1 each a month have been created from the primary grant. In Burdwan an upper primary scholarship has been divided into one girls' scholarship of Rs. 2 and four of Re. 1 a month. Five more girls' scholarships of Re. 1 have also been created from the district primary grant. All these scholarships are awarded according to the results of the examinations held by the Hitakari Sabha. To candidates from Hooghly and Howrah 2 final, 7 senior, and 18 junior scholarships have been awarded directly by the Sabha. In Hooghly also a primary scholarship has been set apart for the encouragement of girls' schools not affiliated to the society. In Midnapore one middle scholarship has been divided into 8 girls' scholarships.

347. In the Rajshahye Division the schools advanced from 51 to 150, and their pupils from 858 to 2,275. The number of girls in boys' schools also increased from 865 to 1,588; so that there was a total gain of 2,140 girls. In Rajshahye, Dinajpore, and Julpigori the number of girls attending boys' schools slightly increased; in Bogra and Pubna the increase was very great; while there was a slight falling off in Darjeeling. The number of girls' schools remained the same in Dinajpore. There was a loss of seven schools in Rungpore, and a gain in Rajshahye, Bogra, Julpigori, and Pubna, the increase in the latter district being from 9 schools with 165 pupils to 93 with 1,416 pupils The great increase in Pubna is explained by the general development of primary education in that district, as previously noticed. Altogether, except in Rungpore and Darjeeling, each district shows an increase in the number of girls under instruction; and the total number of female students was more than

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doubled. One girl passed the upper primary and two the lower primary scholarship examination.

348. In the Dacca Division girls' schools advanced from 552 with 8,162 pupils to 672 with 9,153 pupils. One was a high English school, 4 were middle vernacular, 14 upper primary, 648 lower primary, and 5 indigenous schools. Girls in boys' schools were 8,334, against 7,309 of the preceding year. There was thus a total increase of 2,016 pupils. One girl passed by the middle vernacular, 9 by the upper primary, and 160 by the lower primary standard. In the Dacca district the girls' schools increased from 190 to 248, and their pupils from 2,864 to 3,481. The number of girls reading in boys' schools declined from 1,441 to 1,103. This is due to the fact that in several cases the girls reading in boys' schools were separated therefrom and formed into independent schools,—a measure of questionable utility. The Inspector remarks on that point:—"The great advantage of having girls taught in the same schools along with boys is that constant association in early life is likely to lessen that feeling of exclusiveness on the part of the two sexes, and that feeling of bashfulness in both men and women in the presence of the opposite sex, that constitute such a marked feature of Hindu society at present." In Furreedpore the number of girls' schools increased from 68 with 1,053 pupils to 108 with 1,444 pupils, and that of girls reading in boys' schools from 1,970 to 2,467. The most important girls' school in the district is the Furreedpore girls' school. It is ranked by the managers as a middle vernacular school, but "its highest achievement," the Deputy Inspector reports, "during an existence of nearly 20 years has been the passing of a pupil at the upper primary examination." Towards the close of the year its constitution was remodelled. Its pupils fell off from 37 to 30 during the year, but it passed three candidates at the lower primary examination. Five of the other girls' schools are under female teachers. One of them—a Mahomedan widow of about 50 years of age—had 30 girls and 14 boys under her. "Some of these students were grown up married women. Some also of the candidates who competed at and passed the lower primary scholarship examination were adult females, 18 of them being 15 years of age or more." The education of adult females in ordinary girls' schools is a special feature in Fureedpore, a fact which was noticed in the last report. In Backergunge the number of girls' schools declined from 17 with 369 pupils to 14 with 321 pupils, but the number of girls reading in boys' schools increased from 2,610 to 4,619. As regards the total number of girls under instruction, Backergunge stands second among the districts of this division; but considering the large number of girls reading in boys' schools, it is fairly entitled to the first place in point of economy and efficiency. The Burrisal girls' school is the most important institution of the kind in the district. It had 41 pupils, and passed three girls at the upper primary examination. In Mymensingh the girls' schools increased from 277 with 3,356 pupils to 312 with 3,531 pupils. The number of girls reading in boys' schools fell from 2,289 to 1,589. The total number of girls under instruction thus shows a falling off of 525. The loss is ascribed to reductions in the rates of reward previously given to teachers for the instruction of girls, the primary allotment of the district being insufficient to meet all the demands upon it.

349. In the Chittagong Division there were 200 girls' schools with 7,337 pupils, against 188 with 7,356 pupils in the previous year. Of the 200 schools, four middle vernacular and one upper primary were aided from the grant-in-aid fund; 57 lower primary schools were aided by stipends and 137 by rewards from the primary fund; while one was unaided. Of the 7,337 girls under tuition, 2,600 were pupils of the schools mentioned above, and 4,737 girls were reading in boys' schools. The two middle vernacular girls' schools in Tipperah are the Fyzennissa school at Comillah and the Zenana Education Institution. The former is not yet up to the standard of its class. The standards attained by the Zenana Education Institution do, however, correspond more or less with those of middle vernacular schools, in addition to needlework, drawing, &c. There is a middle vernacular school at Chittagong and one at Noakhali. At the lower primary scholarship examination, from the whole division 13 candidates passed from 10 schools, and one of them was awarded a scholarship. With regard to female education in general, the Commissioner remarks that the

progress made is little better than fictitious, "as it is an invariable practice to withdraw girls from school before they have got beyond the spelling book." Such is not the conclusion at which the Inspector has arrived, and he declares himself unable to conceive on what grounds the Commissioner has formed his opinion

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350. In the Patna Division the girls' schools increased from 16 with 391 pupils to 39 with 645 pupils. Girls in boys' schools were 3,241, against 1,833 the year before. As in previous years, the number of girls at school in Durbhanga outnumbered those in the other districts of the division taken together, having risen from 1,690 to 2,163, almost all of them being found in boys' schools. This exceptional spread of female education has been ascribed to the fact that the traditional subjects of instruction, especially the verses and legends which the pupils read and learn by heart, have been retained in their integrity in Durbhanga. There is a large increase in Gya, from 61 to 528 girls at school. In Sarun the girls' pathsalas have increased from 4 to 18, and the number of girls at school from 131 to 448. Of Shahabad, the Assistant Inspector writes:—"I visited the Dumraon girls' pathsala in company with Rai Jai Prakash Lal Bahadur, the Maharajah's Dewan, and was exceedingly pleased with what I saw. The girls were as good at reading and writing and native arithmetic as boys in a decent pathsala. The Dewan takes a lively interest in its welfare, and it is the influence of the Maharajah that has to some extent overcome in the Buxar subdivision the prejudice against female education." Mr. Nolan, the Magistrate, writes:—"The cause of female education has advanced in the Buxar subdivision, but not elsewhere. This is mainly due to the influence of the Maharajah of Dumraon, which in this respect is confined to Buxar. We attempted to found a first-class school for girls of the upper classes at Arrah, and the support we received was munificent as far as money was concerned, but we could get no pupils. The Deputy Inspector is now attempting to found a school for the lower classes. There is a strong prejudice in Shahabad against female education, which can be overcome by the influence of such men as the Maharajah of Dumraon, but is proof against attacks from outsiders." In addition to the pupils in girls' schools, there are 28 girls in boys' pathsalas.

351. In the Bhagulpore Division the number of schools rose from 23 with 413 pupils to 68 with 1,235 pupils. There were also 1,379 girls reading in boys' schools. The number of girls' schools and of girls under instruction is greatest in Monghyr and Bhagulpore, and least in Purneah. Two girls from the Bhagulpore girls' school appeared at the upper primary scholarship examination; both passed in the first division, and one obtained a scholarship. Two girls from a boys' school in Purneah passed the lower primary examination. Five girls from two schools in Monghyr and six from two schools in Maldah appeared at the lower primary examination, but failed in arithmetic and the Sanitary Primer. Female education is said to be making satisfactory progress among the Sonthals and other aboriginal races in this division.

352. In the Chota Nagpore Division the schools rose from 23 with 644 pupils to 49 with 1,482 pupils. Girls in boys' schools increased from 976 to 1,191. Two girls passed the lower primary scholarship examination. The Assistant Inspector writes:—"The increase has been most marked in the district of Singbhoom, which alone shows a gain of 28 schools attended by 952 pupils. This is mainly due to the warm interest which the Deputy Commissioner of the district, Major Garbett, takes in the cause of education generally, and in that of female education in particular. During his last cold-weather tour the Deputy Commissioner visited almost all these schools; and on the result of his examinations distributed rewards to the value of Rs. 250 from his own pocket, in silver ornaments, clothes, books, cash, and sweetmeats. Following his example, the Rajahs of Dhalbhoom and Seraikela, as well as their Dewans and other well-to-do gentlemen, offered liberal rewards to the girls. The Rajah of Dhalbhoom and his people further subscribed Rs. 2,000 for the purpose of founding girls' scholarships. Money was also subscribed by the people of Dhalbhoom for the purchase of maps and furniture for the new schools. The Deputy Commissioner acknowledges with approbation the assistance which he received from the Sub-Inspector of Dhalbhoom, Baboo Kalika Nunda Mookerjea, in opening new schools." The increase of one school and 39 pupils in Manbhoom is due to the opening of a grant-in-aid school at

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Govindpore. There is an actual increase of one aided school and 29 pupils in Lohardugga; the apparent loss of three unaided schools with 126 pupils having arisen from the exclusion of a large number of mission schools receiving Government aid, as explained in a previous paragraph. There is a loss of one lower primary school and 29 pupils in the district of Hazaribagh. Of the total number of girls at school in Chota Nagpore, 239 belong to aboriginal races.

353. In Orissa, girls' schools appear to have declined from 36 to 32, and their pupils from 953 to 887. But there is no real loss. Two of the missing schools have been returned under another head as European schools, while a certain number of mixed schools have this year been returned as boys' schools, because the number of boys exceeded that of girls. Two new upper primaries have been opened. Girls in boys' schools numbered 2,398, against 2,147 of the preceding year. Nine girls passed the upper and 16 the lower primary scholarship examination. The Zenana Association in Balasore is reported to have worked steadily and earnestly in promoting female education. The Municipality of Cuttack has also taken liberal action in this matter, by opening four lower primary girls' schools. The Cuttack Hindu girls' school is the most efficient institution of its kind in the division. Since the expiration of the official year it has been raised to the status of a middle vernacular school; and the two girls who passed the last upper primary examination from it, and obtained scholarships, are now continuing their studies there in order to go up for the next vernacular scholarship examination. A pucca building has been erected for the institution; and the Maharajah of Keonjhar has endowed it with a sum of Rs. 3,000; the interest accruing from the investment to be utilised in founding scholarships for promising girls. In the Orissa Tributary Mehals there were 232 girls under instruction, chiefly in schools for boys.

354. The following figures show the stages reached by 64,841 girls in schools of organised instruction. In schools for girls exclusively, 22 are returned in the high stage of instruction approaching the University Entrance standard; 210 in the middle stage; 1,590 in the upper primary stage; 14,568 in the higher section, and 14,847 in the lower section of the lower primary stage. In schools for boys the numbers in the middle stage are 15; in the upper primary 290; in the lower primary, higher section, 12,488; and in the lower section 20,811.

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355. The Draft Code of Regulations for European schools in Bengal was accepted by the Government of India in the Resolution of the Home Department, dated the 8th February 1883. In this Resolution it was ordered that the rules of the Code regarding (1) pupil-teachers, (2) building grants, and (3) scholarships, should be brought into operation at once, but that the other portions of the Code should not come into force for two years, except in the case of new schools. The object of this delay was to enable the Department to estimate the probable financial result of the introduction of the new system, and to determine whether any modifications of the rules or the scale of grants were necessary. In April 1883 Mr. A. M. Nash was appointed Inspector under the Code, and has now furnished a lucid and full report of the first year's operations. As it is desirable to have a complete and permanent record of the circumstances attending the introduction of the Code, and as Mr. Nash's report leaves nothing to desire in that respect, I have thought it advantageous to submit it in full to Government. I have changed the first into the third person in order to preserve continuity, and have omitted two less important tables; but in other respects the following paragraphs of this chapter embody Mr. Nash's report with very little alteration. His remarks on the results of the annual examinations will be found particularly interesting and valuable.

356. Before proceeding to state the results of the work of the past year, it is necessary to refer briefly to what had already been done in some of the schools of Calcutta to facilitate the introduction of the Code. In May 1881 an experimental system of payment-by-results was sanctioned, but was limited to those middle and primary schools in Calcutta in which fees were levied. Twelve schools were examined in November and December 1881, and the

grants to these schools for the year 1882 were determined partly by the results of the examinations, and partly by the attendance of scholars. The scale of grants proved to be much too high; for the schools earned 45 per cent. more than the estimate, and 90 per cent. more than they had received under the old system of fixed grants. It therefore became necessary to alter the system; and as the draft Code had been prepared before the time fixed for the second series of examinations, it was proposed that the schools should be examined under the Code in order to test the suitability of the new standards, but that until the introduction of the Code they should receive fixed grants. This proposal was adopted; and in accordance with it all the aided schools for Europeans in Calcutta and Howrah were examined in 1882-83, with the exception of three high schools for boys. The examinations commenced in August 1882, and there was not sufficient time before the Christmas vacation to examine any of the mofussil schools.

357. In the year 1883-84 nearly all the aided schools in Bengal were examined in accordance with the rules of the Code. The exceptions were St. Joseph's Seminary and the Loretto Convent School at Darjeeling, the Old Church Parochial Home, and St. Martha's School. The managers of the first two institutions refused to allow their scholars to be examined, and in consequence the grants were withdrawn. The Old Church Parochial Home is a refuge for destitute girls, and has no regular teachers; it is therefore not treated as a school, though it appears on the list of aided primary schools. St. Martha's is practically an infant school. At the time fixed for the examination there were only two children reading in the lower primary standards, and a few others below Standard I. The examination of the schools in Calcutta occupied the whole of July, August, and September and the first week of October. The number of days spent in the schools was 48, the rest of the time being occupied in looking over examination papers, tabulating results, &c. The examination of mofussil schools began in October, immediately after the Durga Puja vacation, and lasted till the beginning of February.

358. At the beginning of the last series of examinations the grant earned by each school was calculated at the rates fixed in the Code. In the case of the schools that had previously been examined, it was hoped that this calculation would form a basis for the revision of the scale of grants. It was found, however, that the results were almost worthless, for two reasons:—In the first place, the examinations of 1883 began much earlier than those of 1882, and therefore some schools were allowed only eight or nine months to get through the work of a whole year. In the second place, the Code requires that every scholar shall attend school 120 full days during the year in order to qualify for instruction grants, although under certain conditions attendance in two or more schools may be counted. The scholars' registers show whether these conditions have been fulfilled or not, and unless the scholar's registers are produced, attendances in other schools cannot be counted. In 1882 scholars' registers were issued to the schools that were examined, but not to other schools. At the examinations held in 1883 more than 400 scholars were disqualified for instruction grants owing to insufficiency of attendances, and in one school the number so disqualified was 42 per cent. of the whole number of scholars presented for examination. If all the schools had been examined in 1882, it is probable that many of the scholars would have been eligible for grants, though it is impossible to determine how many. Other causes might also be assigned; and all tended to reduce the amount of the grant earned by the schools. The only schools in which the result of the last examinations would give a fair estimate of the probable earnings in future years are the free schools and orphanages; but these are entitled to grants under article 37, the amount of which may greatly exceed the attendance and instruction grants. All the schools are now working fairly under the new system, and the next series of examinations will probably furnish satisfactory data for the determination of the new scale of grants. It may be well, however, in order to avoid inflicting unnecessary hardship on any of the existing schools, that the change in the method of payment of grants should be made gradually, as proposed in the report of the Committee appointed to draft the Code, half the grants in the first year being made on the old and half on the new system.

359. The new system has been very cordially accepted by the managers of schools, except in the case of the two schools at Darjeeling above referred

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to. The annual examination of their children by an officer who is independent of the managers seems to be very much appreciated by the parents of scholars in Calcutta, where the system is much better understood than in other places. The Code has done and will do good in schools of all classes, but Mr. Nash apprehends some danger of its eventually putting too much pressure upon both teachers and scholars.

360. The following table shows the number of Government, aided, and unaided schools on the 31st March 1884, and the number of scholars on the rolls, together with the corresponding number for the 31st March 1883. The table given in the last annual report included three schools that have since ceased to be recognised as European schools. These are the Church Mission Normal School, St. Chrysostom's, and the Christian school at Chinsurah. In order to make the comparison more fair, these schools are now excluded from the list in both years. The list of aided schools includes only those that were actually in receipt of Government aid on the 31st March:—

Class.	Number of schools on the 31st March.		Number of scholars on the 31st March.	
	1883.	1884.	1883.	1884.
Government	1	1	81	97
Aided	45	49	4,746	4,945
Unaided	10	13	751	913
Total ...	56	63	5,578	5,955

361. The increase in the number of aided schools is thus accounted for. One new school was opened during the year, and six were transferred from the unaided list; all these schools receive grants under the Code, instead of fixed grants like other schools. Of the six schools transferred from the unaided list, two were new schools opened in the beginning of 1883, and one was a "private adventure" school. One aided school, St. Teresa's, was closed soon after the commencement of the year under report, and two others lost their grants, because the managers refused to comply with the rules of the Code. One of these has since applied for the restoration of the grant.

Twelve unaided schools submitted annual returns, but five or six others failed to do so. The number of scholars in these last is probably between 400 and 500, so that there are about 70 schools for Europeans in Bengal, containing about 6,300 or 6,400 scholars. Of these about 38 schools with about 4,800 scholars are situated in Calcutta.

Of the 12 schools returned as unaided, one has since received a grant; another has applied for a grant, but the average attendance is insufficient to qualify it under article 6 (*d*). Three schools, one of them a "private adventure" school, have asked for inspection and examination under the Code, and two of them have already been examined.

362. In the following table the schools are classified according to article 15 of the Code. The Old Church Parochial Home is omitted as not being strictly a school:—

Class.	Number of schools on the 31st March.		Number of Scholars on the 31st March.					
			1883.			1884.		
	1883.	1884.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
High	13	11	1,430	695	2,125	1,366	347	1,713
Middle	20	34	1, 98	933	2,031	1,551	1,898	3,449
Primary	22	16	485	850	1,335	326	467	793
Total ...	55	61	3,013	2,478	5,491	3,243	2,712	5,955

363. The interchanges between the different classes in this table are for the most part nominal, and the classification here given is far from accurate.

In many of the schools that were counted as primary schools last year, the scholars who passed in Standard IV have been promoted to Standard V; the school is therefore now returned as middle, though there is no change in the staff. There are strong grounds for objecting to this change of class when the staff of teachers is insufficient for a middle school, but it is impossible to prevent it until teachers' certificates are issued. It is probable that some schools that really belong to the primary class are now returned as middle, in order that the principal teacher may obtain a second-grade certificate under Chapter IV, instead of a third-grade certificate, the highest that can be granted to a teacher of a primary school. At the next series of examinations the schools will be definitely classified, and after that no change of class will be possible without the sanction of the Department. This, I believe, will be a great advantage to the schools themselves. At present the small schools, such as the parochial schools in Calcutta, seem to rise and fall somewhat in the following manner. At the beginning the school starts with one or two teachers and a small number of classes; as the pupils advance the school rises from the primary to the middle class, but as the number of scholars does not largely increase, the teaching staff is unchanged. Each teacher has therefore to take a larger number of classes (in some cases four are taken by one teacher), and as a natural consequence none of the classes do well. As soon as this is known to the parents, many of the children leave, and the school sinks to the primary class. The work of the school improves, because the teachers can give more time to each class, and the same transitions are repeated. Almost all the schools that are now fluctuating between the primary and middle classes would, under the new rules, and without any compulsion on the part of the Department, eventually become and remain primary schools. In a middle school the principal teacher must hold a second-grade certificate, while in a primary school the holder of a third-grade certificate may be appointed. The latter will naturally obtain a smaller salary than the former; and it will not pay the managers to convert a primary into a middle school, unless the number of scholars in the middle department is likely to be large enough to meet the additional expense. The number of middle schools will therefore be very much diminished when the Code comes into full operation, while the middle departments of those that remain will be strengthened.

364. The following table shows the Government expenditure on European education for the two years 1882-83 and 1883-84. The total expenditure of each school is given in the detailed tables below; but as it has been found impossible to separate boarding and tuitional expenditure, the figures are worthless, and are omitted here:—

		1882-83.	1883-84.
		Rs.	Rs.
Government school	... ...	11,003	12,701
Aided schools ...	Monthly grants	79,693	70,870
	Building and furniture grants	23,000	12,504
	Pupil-teachers' grants	.....	900
Inspection...	... ...	.....	15,054
Scholarships	... ...	.....	52
	Total ...	1,13,696	1,12,081

365. This table shows a decrease of about Rs. 9,000 in the monthly grants-in-aid against an increase of about Rs. 16,000 in the previous year. This decrease is due partly to the exclusion of some schools previously classed as European, and partly to the reduction of the grants to the twelve schools in Calcutta that had previously been aided on the payment-by-results system. The expenditure on special grants varies very much from year to year; in 1882-83 there were only three grants of Rs. 12,000, Rs. 10,000, and Rs. 1,000 respectively, while in 1883-84 there were fourteen grants, the amounts ranging from Rs. 5,000 to Rs. 100. The cost of inspection is a new item. In former years

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the schools were placed under the Circle Inspectors, and the cost of inspection was not separately calculated. The expenditure shown under this head exceeds the estimate in regard to travelling allowances, the original estimate for which was found to be far too low.

366. In the tables given under this section no distinction is made between boys' schools and girls' schools. All the schools for girls contain a few boys in the lower classes, with the exception of (1) the Calcutta Girls' School, (2) the Pratt Memorial School, (3) the Darjeeling Girls' School, (4) St. Scholastica's Convent School, Chittagong, (5) St. Joseph's Orphanage, Bankipore, (6) St. Joseph's Boarding and Day School, Bankipore, (7) the European Female Orphan Asylum, (8) the Old Church Parochial Home. These exceptions are easily explained. The first five schools have in their neighbourhood corresponding schools for boys only under the same or similar management; these schools being (1) the Calcutta Boys' School, (2) St. James' School, (3) St. Paul's School, Darjeeling, (4) St. Placid's School, Chittagong, (5) St. Michael's School, Kurji, Bankipore. The sixth school has no boys' school corresponding to it, but as it is mainly a boarding-school, it is probable that boys from the same families attend schools in Calcutta or the hills. The last two schools on the list are orphanages where girls are trained up for domestic service, and therefore scarcely come under the same category as other institutions.

367. The following table shows the attendance and expenditure of high schools :—

High Schools.

	Name of School.	Management.	Number of Pupils on the 31st March.				Monthly Government grant, 1883-84.	Actual Receipts from Government.		Total Expenditure.	
			1883.		1884.						
			Boys.	Girls.	Boys.	Girls.		1882-83.	1883-84.	1882-83.	1883-84.
	Aided Schools.						Rs. A. P.	Rs.	Rs.	Rs.	Rs.
1	St. James'	Protestant ...	114	...	84	...	200 0 0	2,400	(a) 4,400	26,434	24,210
2	Free School	Ditto ...	241	127	245	131	894 5 4	10,782	(b) 11,423	59,356	53,886
3	Doveton	Ditto ...	357	...	297	2	200 0 0	2,400	1,600	42,237	49,464
4	St. Xavier's	Roman Catholic.	400	...	389	...	200 0 0	2,400	(c) 1,635	32,182	59,711
5	Ditto Branch... ...	Ditto ...	22	...	60	...	Capitation grant of Rs. 2 a scholar.	(d) 2,179	1,490	3,440	8,054
6	St. Paul's, Darjeeling ...	Protestant ...	121	...	125	...	400 0 0	4,800	4,385	55,193	48,077
7	Protestant European, Cuttack.	Ditto ...	44	19	47	29	Capitation ...	1,335	(e) 2,717	5,862	6,680
	Total ...	.....	1,299	146	1,247	162		26,296	27,650	2,24,724	2,50,082
	Unaided Schools.										
1	St. Joseph's Seminary, Darjeeling.	Roman Catholic.	52	...	36	...	(f) 200 0 0	2,400	1,552	20,710	.....
2	Convent, Darjeeling ...	Ditto ...	.....	105	.....	...	(g) 200 0 0	2,400	1,400	37,740	.....
3	Mr. Vallis' Preparatory ...	Ditto ...	62	20	65	21	.....	.....	.....	.....	.....
4	Loretto House	Ditto ...	17	135	9	123	.....	.....	.....	.....	.....
5	Convent, Hazaribagh ...	Ditto ...	.....	...	9	41	.....	.....	.....	.....	.....
	Total ...	.....	131	260	119	185		4,800	2,952	58,450	.....

(a) Inclusive of building grant of Rs. 2,000.

(b) nclusive of pupil teachers' grant of Rs. 440, and special grant of Rs. 250 for furniture.

(c) Inclusive of Rs. 500 sanctioned as special grant for furniture.

(d) Inclusive of special grant of Rs. 1,000.

(e) Inclusive of Rs. 1,000 for furniture, &c.

(f) Grant cancelled in November 1883.

(g) Grant cancelled in October 1883.

368. The Calcutta Girls' School was included among high schools last year; but it has not sent up pupils to the Entrance examination, and no

provision is made for teaching up to that standard. It is therefore returned this year as a middle school. The Calcutta Free School is included among high schools, but it seems to belong more properly to the middle class. Some candidates are sent up to the Entrance examination every year; but these are all pupil-teachers, and therefore should not be considered in determining the class of the school. St. Xavier's Branch School is included among high schools, though none of the scholars are above Standard VII. The school was opened at the beginning of 1883, and will probably send up candidates to the Entrance examination in 1886. It is the only school in Bengal that contains a middle without a primary department. Both the Roman Catholic schools in Darjeeling lost their grants, because the managers declined to have their scholars examined. The managers were allowed to select the most convenient dates for the examination six months beforehand, but both schools were closed before these dates. A new Principal has recently been appointed to St. Joseph's Seminary, and a partial restoration of the grant has been sanctioned. The Convent School has submitted no returns.

There is a decrease in the number of scholars in most of the boys' schools, the decrease being greatest in St. Joseph's Seminary, St. James' school, and the Doveton. Last year there was a similar decrease, except in the Doveton, which showed a very large increase. It is probable that this decrease is due to a tendency on the part of parents to keep their children for a longer period in primary and middle schools; and it will be shown hereafter that the instruction given in the lower classes of such schools is better than in the corresponding classes of high schools.

369. The results of the University Entrance Examination are subjoined:—

Entrance Examination, 1883.

	Name of School.	Number of Candidates.		First Division.		Second Division.		Third Division.		Total.		Scholarships gained.	
		1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.
1	St. Xavier's College ...	19	16	2	9	8	4	4	1	14	14	2	2
2	Doveton College	19	20	3	7	7	7	4	1	15	1	1	1
3	La Martinière College ...	8	9	.....	2	1	1	.....	1	1	4	.....	.....
4	St. James' School	5	6	.....	.....	.....	2	.....	.....	.....	2	.....	.....
5	Free School	4	1	.....	.....	1	.....	1	.....	2	.....	.....	.....
6	St. Joseph's Seminary, Darjeeling	4	3	1	.....	1	.....	1	.....	3	.....	1	.....
7	St. Paul's School, Darjeeling	8	14	2	2	2	2	.....	1	4	5	3	.....
8	European School, Cuttack	1	2	.....	.....	.....	1	.....	.....	.....	1	.....	.....
9	Vallis' Preparatory School	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	Loretto Priory, Hazaribagh	.....	1	.....	1	.....	.....	.....	.....	.....	1	.....	1
11	Doveton Institution for Young Ladies.	.....	4	.....	2	.....	.....	.....	.....	.....	2	.....	2
	Total ...	69	78	8	23	20	17	10	4	38	44	7	6

All the aided schools sent up candidates to the examination except St. Xavier's Branch School, and all succeeded in passing candidates except the Free School. This is the first time that any candidate has passed from the Protestant European School, Cuttack. It is also the first time that girls have been sent up from any of the European schools in Lower Bengal. Four candidates appeared from the Doveton Institution, and one from the Loretto Priory, Hazaribagh; three out of the five passed, all in the first division, and all obtained scholarships. St. Xavier's College and the Doveton Institution for Young Ladies each gained a scholarship of the first grade. The second scholarship won by the Doveton Institution, and that falling to the Hazaribagh Loretto, were special scholarships for girls. The two high schools in Darjeeling have not done very well this year; St. Paul's passed only five candidates out of fourteen, and the three candidates from St. Joseph's all failed.

370. None of the aided high schools have yet begun to prepare candidates for examination by Standard B, or in the additional subjects of Standard A. There will therefore be no departmental examination of high schools in 1885.

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371. The following table shows the attendance and cost of middle schools :—

Middle Schools.

	Name of School.	Management.	Number of Pupils on the 31st March				Monthly Government grant, 1883-84.	Actual Receipts from Government.		Total Expenditure	
			1883.		1884.						
			Boys.	Girls	Boys	Girls		1882-83	1883-84	1882-83	1883-84
	Government.						Rs.	Rs.	Rs	Rs.	Rs.
1	Kurseong Boarding ..	Protestant	48	33	57	40		11,003	12,701	19,315	27,612
	Aided Schools.										
1	Calcutta Girls'	Protestant		147		149	200	2 400	2,400	17 625	18,097
2	Ditto Boys'	Ditto	108		150		135	1,253	(a)1,105	8 936	17,337
3	Catholic Male Orphanage	Roman Catholic	240		241		200	2,400	(b)3,174	4,541	16,468
4	St Joseph's	Ditto	335		328		280	4,229	3,360	9,796	14,499
5	Bow Bazar Loretto	Ditto	32	268	37	277	200	(c)12,350	(c)2,500	14,050	4,703
6	Dhurrumtollah Loretto	Ditto	28	170	30	168	170	2,088	(d)3,420	5 418	6,330
7	St May's	Ditto	27	52	18	74	130	2,255	(e)1,910	6,135	6,532
8	St John's Parochial	Protestant .	32	16	35	30	50	646	(f)1,080	1,576	2 064
9	St Paul's	Ditto	27	74	30	75	100	1,392	1,100	2,404	2,493
10	Welland Memorial	Ditto	50	57	59	52	100	1,377	1,100	3,646	3,819
11	Entally Orphanage	Roman Catholic	4	201	3	230	250	3,000	3,000	7,104	17,074
12	Entally Boarding and Day .	Ditto .	...		14	52	Instruction and attendance grants under the new Code.		1,123		11,384
13	Wesleyan Preparatory .	Protestant ...			15	20	Ditto		(g)1,170		2,416
14	Pratt Memorial	Ditto		50		70	Ditto	.	240		10,560
15	Misses Stark's	Ditto			9	17	Ditto		(h)45		2,375
16	St John's Girls'	Roman Catholic	17	45	18	49	65	1,217	(i)1,030	2,196	1,536
17	East Indian Railway, Jamalpore	Protestant ..	67	49	100	54	185	2,614	(j)3,019	11,389	14,567
18	East Indian Railway, Assensole	Ditto ...	25	19	22	22	66	792	792	3,414	3,465
19	East Indian Railway, Buxar	Ditto ..	15	25	14	17	89	979	1,157	2,889	2,827
20	St Thomas', Howrah	Ditto	30	20	33	24	136	1,208	1,056	3,060	3,375
21	Convent, Cuttack	Roman Catholic	8	64	15	54	84	1,176	(k)6,008	4,180	4,372
22	Darjeeling, Girls'	Protestant		69		67	200	(p)14,300	2,400	60,066	34,965
23	European and Eurasian, Dacca	Ditto	30	13	32	11	Capitation	825	840	1,818	1,910
24	St Michael (Kurji), Bankipore	Roman Catholic	66		80	..	90	630	(l)1,080	9,324	11,371
25	Convent, Assensole	Ditto	18	29	19	27	Capitation	282	497	Returns unintelligible	5,866
26	East Indian Railway, Khagoul	Protestant ...	10	16	51	19	50	473	700	1,471	2,428
27	St Agnes', Howrah	Roman Catholic	37	60	33	70	Capitation	826	(m)1,331	5,517	6,127
28	Convent Orphanage, Bankipore	Ditto	..	42	..	36	60	420	(n)720	1,520	2,604
29	East Indian Railway, Raniganje	Protestant	5	7	8	10	24	288	312	1,087	1,240
30	East Indian Railway, Sahibganje.	Ditto	8	20	9	14	30	420	360	1,299	1,119
	Total	... ..	1,219	1,515	1,403	1,688	.	59,840	48,029	1,60,761	2,32,607
	Unaided Schools.										
1	Jewish, Boys' and Girls'	Jewish			87	109	.. ..				
2	Campbell Cottage	Protestant	7	8	4	12	.. ..				
3	Convent Boarding, Bankipore.	Roman Catholic				49	..				
	Total		7	8	91	170					

(a) Grant increased from Rs 85 to Rs 135 from January 1884.
(b) Inclusive of furniture grant of Rs 774
(c) Inclusive of pupil teachers' grant of Rs 100
(d) Ditto ditto of Rs 210 and a special grant of Rs 1,000 for an omnibus.
(e) Inclusive of furniture grant of Rs 200 and a pupil teacher's grant of Rs 150.
(f) Ditto ditto of Rs 480.
(g) Inclusive of Rs 550 for repairs and Rs 100 for furniture.
(h) Received aid from 1st January 1884.
(i) Inclusive of Rs 250 for furniture
(j) Inclusive of the monthly boarding grant.
(k) Inclusive of building grant of Rs 5,000
(l) Exclusive of Military grant
(m) Inclusive of Rs 300 for furniture and an omnibus
(n) Exclusive of Military grant
(o) Inclusive of a special grant of Rs 10,000
(p) Inclusive of a building grant of Rs. 12,000.

The above list contains all schools whose annual returns show that any of their scholars are reading in the middle standards. In some cases the middle department contains only two or three scholars, and the number is not likely to increase. These schools will next year be returned as primary schools.

372. Five middle schools receive aid under the rules of the Code. The grant to the Loretto Boarding and Day School, Entally, was made in May 1883, and has averaged about Rs. 86. The Wesleyan Preparatory School in Sudder Street was opened at the beginning of 1883 as a primary school, and was placed under the Code on the 1st February 1883. The Pratt Memorial School was returned last year as unaided ; it received a grant on the 1st September, and has not yet been examined. The Misses Stark's School in Circular Road is the

first "private adventure" school that has been aided under the new rules; the school has drawn attendance grants only since the 1st January 1884, and has not yet been examined for instruction grants. The East Indian Railway School at Khagoul was a mixed primary school in 1882-83; in September 1883 a boys' school was opened at the same place and under the same management. The number of boys in the new school rapidly increased, and in February a grant was applied for, the railway authorities having already given a monthly grant of Rs. 50. The grant to the mixed primary school was withdrawn on the 1st March, and the two schools placed under the Code as departments of the same school.

373. The Jewish boys' and girls' school is here classed among European schools, though very few of the scholars come under the definition of the term European as given in article 3 of the Code. The managers of the school have adopted the new system completely, and the higher classes of both departments were examined in December by Standards III and IV. The only difference between this and other middle schools is that Hebrew is taken up as a second language throughout the school. The number of scholars has increased very rapidly during the past year; a new school-house was taken in June 1883, because the old one was too small; but in December some of the class-rooms in the new school were again crowded. The Convent Boarding School at Bankipore, though unaided, was examined at the same time as the orphanage. The result of the examination is not included in the tables given below. The Campbell Cottage School is stated to be a "private adventure" school; it has not been inspected.

374. The figures for primary schools are here shown:—

Primary Schools.

	Name of School.	Management.	Number of Pupils on the 31st March.				Monthly Government grant.	Actual Receipts from Government.		Total expenditure.	
			1883.		1884.						
			Boys.	Girls.	Boys.	Girls.	1883-84.	1882-83.	1883-84.	1882-83.	1883-84.
	Aided Schools.						Rs.	Rs.	Rs.	Rs.	Rs.
1	St. Stephen's	Protestant ...	35	28	26	23	55	763	660	1,989	1,957
2	European Female Orphan Asylum...	Ditto ...	.....	67	.....	63	200	200	(a)2,400	19,674	15,191
3	St. James' Elementary	Ditto ...	52	56	34	43	75	1,090	900	2,250	2,233
4	St. Martha's	Roman Catholic ...	3	10	8	16	Capitation grant of Re. 1 a scholar.	187	178	1,243	1,200
5	Old Church Parochial Home ...	Protestant ...	.....	17	.....	20	Capitation grant of Rs. 3 a boarder.	657	627	2,040	2,522
6	East Indian Railway, Rampore Hât	Ditto ...	3	5	5	5	30	333	357	923	928
7	Bishop Milman's, Howrah	Ditto ...	12	9	16	14	30	360	354	1,224	1,398
8	Christian Girls', Cuttack	Ditto ...	16	14	23	13	64	692	760	1,798	1,983
9	Saidpore, European	Ditto ...	11	7	10	9	25	175	450	900	1,109
10	Purneah Convent	Roman Catholic...	6	16	2	14	Instruction and attendance grants under the new Code.	.....	994	300	4,828
11	St. Placid's R. C. Day, Chittagong...	Ditto ...	.....	.....	79	.....	Ditto ...	.....	(b)652	.....	1,435
12	European, Dinapore	Protestant ...	.....	.....	5	17	Ditto ...	.....	(c)263	.....	1,259
	Total ...	.....	138	229	208	237	.....	4,457	8,595	32,341	36,048
	Unaided Schools.										
1	Miss O'Brien's	Protestant ...	.....	.....	14	33	.....	.....	..	.....	.....
2	Benevolent Institution	Ditto ...	94	95	71	97	.....	.....	.....	.....	.....
3	Miss Cooper's	Ditto ...	.....	...	28	23	.....	.....	.....	.....	.....
4	Railway School, Samastipore ...	Ditto ...	.....	.....	5	6	.....	.....	.....	.....	.....
5	St. Scholastica, Chittagong	Roman Catholic ...	.....	.....	.....	71	.....	.....	.....	.....	.....
	Total ...	Total ...	94	95	118	230	.....	.....	.....	.....	.....

(a) Exclusive of military grant.
(b) Received aid from 1st May 1883.
(c) Aided from 1st October 1883. Inclusive of Rs. 100 for furniture.
(d) Placed under the Code from 1st April 1884.

375. The Purneah Convent School was placed under the Code in November 1883. The school was opened in January 1883. St. Placid's School for boys at Chittagong was formerly aided, but lost its grant some years ago. The school was placed under the Code in May 1883. St. Scholastica's School for girls in the same place was opened in May 1883, and was placed under the Code on the 1st April 1884; a grant of Rs. 19,373 has been sanctioned towards the erection of a school-house. The scholars in both of these schools belong to the

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poorest section of the Eurasian community; out of 70 children in the girls' school only 20 are able to pay two annas a month as schooling fees. The European school at Dinapore was opened in August 1883, and received attendance grants from the 1st October: it has not yet been examined. Miss O'Brien's School, though unaided, has been placed on the list of inspected schools at her request. The Tirhoot State Railway School at Somastipur applied for a grant, but as the average daily attendance was less than the prescribed minimum of 12, it could not be sanctioned. This rule has since been relaxed by the Government of India.

376. *Scholarship Examinations.*—The first examination for primary and middle scholarships under the rules given in Chapter VII of the Code was held in December 1883. The limit of age was fixed in article 106 at 11 years for primary and 14 for middle scholarships. These limits are nearly two years below the average age of scholars in Standards IV and VII, which correspond to the scholarship examination, and under the orders of the Government of India they have since been raised to 12 and 15 years respectively.

For the award of scholarships the province is divided into four circles, and in each circle one scholarship is awarded for every ten candidates, up to a limit of five primary and three middle scholarships. The circles are arranged as follows:—

1. Calcutta, south of Dhurrumtollah Street.
2. Do., Dhurrumtollah Street and north of it.
3. North and east of the Ganges.
4. South and west of the Ganges.

Calcutta was divided into two circles in order to give the poorer class of Eurasians, who attend the schools in the northern portion of the town, a chance of competing with the scholars attending such schools as the Doveton and St. Xavier's. The third circle includes the schools in Darjeeling, Kurseong, Dacca, and Chittagong. The fourth circle includes all the schools lying along the East Indian Railway and the schools in Cuttack.

377. Owing to the low limit of age the number of candidates was very small, 14 for primary and 13 for middle scholarships. These were distributed among the four circles as follows:—

	Candidates for middle scholarships.	Candidates for primary scholarships.
1. South Calcutta	6	9
2. North ditto	4	3
3. North-East Bengal	...	...
4. South-West ditto	3	2
Total ...	13	14

On these numbers one scholarship of each grade should have been awarded in each circle, but all the candidates for middle scholarships from the fourth circle failed. The scholarship that should have been given in this circle was transferred to the north Calcutta circle. All the primary scholarships were awarded, and a special one was afterwards given to a girl of the Free School, who obtained more marks than any of the boys.

378. In addition to the scholarships, certificates were awarded to all candidates who passed the examination. As an experiment to test the popularity of the examination, the competition for certificates was thrown open to girls as well as to boys, and the limit of age was raised by two years in each case. Notice of the examination for certificates was given only a fortnight before the date fixed for sending in the names of candidates, while the scholarship examination had been advertised four months earlier. In spite of the shortness of the notice, the number of candidates for certificates was 66, while only 27 competed for scholarships. If there had been no limit of age, the number of candidates would probably have been much greater. The limit of age for certificates has now been abolished.

379. The tables given below show the result of the examination. The first division includes those who obtained 60 per cent. of the full marks, the second division those who obtained 45 per cent., and the third division those who obtained 30 per cent. English and arithmetic were the only compulsory subjects, and

in each of these the minimum was fixed at 25 per cent. for certificates, and 33 per cent. for scholarships :—

Middle Scholarship Examination, 1883.

Name of School.	Number of candidates for— Scholarships.	Certificates.	Number absent.	Number passed in the— First division.	Second division.	Third division.	Total.	Number of scholarships gained.	Remarks
St. Xavier's College	2	3	.....	.....	3	2	5	1	
Doveton "	4	1	2	.....	3	.....	3	.....	
Free School	.....	4	.....	.....	2	2	4	.....	
Catholic Male Orphanage	1	.....	.....	1	.....	.....	1	1	
St. Joseph's, Calcutta	2	.....	.....	.....	1	1	2	1*	* Special scholarship.
East Indian Railway School, Jamalpore ...	3	4	.....	.....	.....	1	1	.....	
Loretto School, Dhurrumtollah	.....	2	.....	.....	.....	1	1	.....	
" " Bow Bazar	.....	2	.....	.....	.....	.....	.....	.....	
Misses Stark's School	1	5	1	.....	.....	.....	.....	.....	
Total ...	13	21	3	1	9	7	17	3	

Primary Scholarship Examination, 1883.

Name of School.	Number of candidates for— Scholarships.	Certificates.	Number absent.	Number passed in the— First division.	Second division.	Third divsion.	Total.	Number of scholarships gained.	Remarks.
St. Xavier's College	4	5	.....	3	3	2	8	.....	
Doveton College	3	5	4	.....	1	1	2	.....	
Free School { Boys	2	1	.....	1	2	.....	3	1	
Free School { Girls	.....	2	.....	2	.....	.....	2	1*	* Special scholarship.
Catholic Male Orphanage	.....	2	.....	1	1	.....	2	.....	
St. Joseph's Calcutta	1	13	2	1	5	5	11	.....	
Welland Memorial School	2	1	.....	1	2	.....	3	1	
St. Xavier's Branch School	.....	3	.....	1	2	.....	3	.....	
Loretto School, Dhurrumtollah...	.....	3	.....	2	1	.....	3	.....	
" " Bow Bazar	.....	2	.....	.....	.....	1	1	.....	
Misses Stark's School	.....	2	.....	.....	2	.....	2	.....	
East Indian Railway School, Jamalpore ...	1	1	.....	1	1	.....	2	1	
St. Thomas' School, Howrah	1	2	.....	.....	3	.....	3	.....	
Convent School, Cuttack	.....	3	.....	2	1	.....	3	.....	
Total ...	14	45	6	15	24	9	48	4	

380. In the middle examination the girls didnot compete on equal terms with the boys; none of them had taken up a second language, and though some of them attempted the mathematical papers, they evidently were only beginners. If these subjects had been omitted, the girl who passed from the Dhurrumtollah Loretto would have stood third on the list, and both the girls from the Bow Bazar Loretto would have passed: the others all failed in arithmetic.

In the primary examination the competition between girls and boys was more equal, and here the girls showed the same superiority over the boys as is shown below in the result of the annual examinations. Of the 12 girls who entered, 11 passed—six in the first division, five in the second, and one in the third. The first, third, fourth, and fifth places in order of merit were taken by girls. The girls' department of the Calcutta Free School sent up two candidates, one of whom took the first, and the other the third place in the first division. A special scholarship was awarded to the latter; her school-fellow was a few days over age.

381. *Annual Examinations.*—It has already been stated that, except in the case of schools newly aided, the examinations held during the past year did not affect the grants. It has also been stated that the conditions under which the examinations were conducted were not sufficiently normal to allow of their being used as the basis of an inquiry into the financial result of introducing the Code system of grants. Some useful information may, however, be

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obtained from an investigation of the figures given in the following table, which shows for each class of schools the percentage of passes in all subjects. The percentages are calculated upon the number of scholars eligible for instruction grants; non-Europeans, absentees, and those disqualified by insufficiency of attendance, being omitted. Thus one of the elements of uncertainty before referred to is eliminated:—

Results of the Annual Examination of Schools held in 1883-84.

Standard.	Class.	Number of schools examined.	Number of scholars entered on the examination schedules.	Percentage of— Non-Europeans.	Absentees.	Scholars disqualified by insufficiency of attendances.	Scholars eligible for instruction grant.	Percentage of passes in— Elementary subjects. Reading.	Writing.	Arithmetic.	The three elementary subjects taken together.	Class subjects. English.	Geography.	History.	Mathematics.	Special subject. Latin.	Percentage of scholars passed in— Three elementary subjects.	Two elementary subjects only.	One elementary subject only.	No elementary subject.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
I	High schools	5	55	18·19	5·45	16·36	60	90·91	90·91	75·76	85·86	90·91	...	...	...	.....	72·73	12·12	15·15	...
	Middle schools for boys	7	119	·84	4·20	20·17	74·79	80·90	95·91	87·64	88·02	94·38	...	...	...	.....	70·79	23·60	4·49	1·12
	Middle schools for girls	16	235	2·98	9·79	22·55	64·68	82·24	90·80	76·32	83·12	96·05	...	..	...	.....	63·16	25·	9·87	1·97
	Primary schools ...	21	150	2	6·	20·67	71·33	84·11	83·18	71·96	79·75	79·44	...	...	...	.....	63·55	15·89	16·82	3·74
	Total ...	49	559	3·75	7·16	20·93	68·16	83·20	89·77	77·69	83·55	90·56	...	...	...	.....	65·88	21	11·02	2·10
II	High schools	5	126	7·94	8·73	7·14	76·19	93 75	86·46	69·79	83·33	64·58	29·03	...	...	.....	64·58	22·92	10·42	2·08
	Middle schools for boys	7	172	1·74	3·49	9·30	85·47	80·95	69·39	77·55	75·96	71·43	35·29	...	...	.....	51·70	28·57	16·33	3·40
	Middle schools for girls	16	300	3·67	6·33	15·67	44·33	90·13	78·92	53·81	74·29	72·20	30·04	...	...	.....	43·95	37·67	15·24	3·14
	Primary schools ...	20	131	1·53	5·34	15·27	77·86	84·31	77·45	57·84	73·20	59·09	32·76	...	...	.....	50·98	23·53	17·65	7·84
	Total ...	48	729	3·57	5·90	12·62	77·91	87·33	77·46	63·38	76·06	68·29	30·96	...	...	.....	50·71	30·28	15·14	3·87
III	High schools	5	129	6·98	6·20	16·28	70·54	91·21	78·77	72·53	80·84	49·45	67·03	...	...	.....	57·14	29·67	10·99	2·20
	Middle schools for boys	7	187	5·35	4·28	12·30	78·07	82·12	61·64	76·03	73·29	71·92	78·10	...	...	.....	45·21	33·56	17·12	4·11
	Middle schools for girls	16	241	1·66	3·32	15·77	79·25	86·39	68·06	72·25	75·57	65·97	57·07	...	...	.....	52 88	23·56	20·42	3·14
	Primary schools ...	15	122	1·64	2·46	18·30	77·87	81·05	70·53	75·79	75·79	62·11	50·	...	...	.....	52·63	28·42	11·58	7·37
	Total ...	43	679	3·68	3·98	15·32	77·02	85·09	66·45	74·	75·85	64·05	63·29	...	...	.. ...	51·44	28·30	16·25	4·01
V	High schools	4	124	12·10	7·26	8·06	72·58	72·33	56·67	21·11	50·37	35·56	23·08	...	...	.....	15·56	40·	24·44	20·
	Middle schools for boys	7	148	2·03	4·05	14·87	79·05	73·50	66·67	62·39	67·52	54·70	52·99	...	...	.....	40·17	29·92	22·22	7·69
	Middle schools for girls	15	153	1·31	3·27	8·50	86·92	97·74	75 19	64·66	79·20	64·66	72·88	...	...	.....	50·38	37·59	11·28	·75
	Primary schools ...	14	63	...	1·59	6·35	92·06	81·02	77·59	46·55	68·39	64·55	63·64	...	...	.....	43·10	29·31	17·24	10·35
	Total ...	40	488	4·08	4·30	10·04	81·58	82·66	68·84	51·51	676 7	52·53	54·28	...	...	.....	38·44	34·67	18·34	8·55
V	High schools	5	134	14·18	11·94	15·67	58·21	82·05	46·15	42·31	56·84	41·03	28·21	22·22	18·52	38·30	17·95	43·59	29·49	8·97
	Middle schools for boys	7	93	...	4·30	7·54	88·16	86·58	62·20	63·41	70·73	39·02	39·02	51·32	62·02	.....	39·02	40·24	18·30	2·44
	Middle schools for girls	13	86	...	5·81	5·81	88·38	81·58	71·05	51·32	67·98	51·32	63·16	30·51	...	.....	43·42	31·58	10·53	14·47
	Primary schools ...	6	20	...	...	10·	90·	77·78	55·56	38·89	57·41	44·44	33·33	...	...	.....	27·78	33·33	22·22	16·67
	Total ...	31	333	5·70	7·51	10·51	76·28	83·07	59·45	51·58	64·70	43·71	42·53	38·17	52·38	38·30	33·06	38·19	19·69	9·06
VI	High schools	4	74	13·51	5·41	8·11	72·97	90·74	50·	48·15	62·96	29·63	25·93	11·76	50·35	28·20	25·93	42·59	27·78	3·70
	Middle schools for boys	5	46	...	2·17	...	97·83	77·78	35·56	82·22	65·19	17·78	31·11	16·28	73·33	.....	26·67	42·22	31·11	...
	Middle schools for girls	10	69	4·35	5·80	5·80	84·05	93·10	79·31	60·34	77·58	56·90	50·	64·	66·67	.....	48·28	37·93	12·07	1·72
	Total ...	19	189	6·95	4·81	5·35	82·89	87·90	56·69	62·42	69·	36·31	36·31	37·27	53·70	28·20	34·39	40·77	22·93	1·91
VII	Middle schools for boys	3	25	...	4·	4·	92·	100·	60·87	43·48	68·12	56·52	39·13	30·43	47·83	.....	26·09	52·17	21·74	...
	Middle schools for girls	4	22	...	...	4·55	95·45	90·48	76·19	71·43	79·37	80·95	47·62	61·90	...	.....	52·38	33·33	14·29	...
	Total ...	7	47	...	2·12	4·25	93·63	95·45	68·18	56·82	73 48	68·18	43·18	45·45	47·83	.....	38·64	43·18	18·18	...
Total for all standards.	High schools	6	642	11·37	7·94	11·84	68·85	86·43	67·42	53·39	69·08	49·10	36·64	17·27	33·72	33·72	40·72	33·03	19·23	7·02
	Middle schools for boys	7	790	2·15	3·92	11·77	82·16	81·05	67·18	73·19	73·81	63·33	51·30	37·32	55·69	.....	46·53	32·51	17·41	3·55
	Middle schools for girls	16	1,106	2·44	5·97	14·47	77·12	88·52	77.28	64·29	76·70	71·19	50·80	48·46	35·29	.....	50·82	31·62	16·05	3·3
	Primary schools ...	21	486	1·44	4·12	16·27	78·17	82·63	76·32	63·68	74·21	63·11	44·79	...	...	.....	52·63	23·95	16·05	7·37
	Grand total for all scholars	50	3,024	4·10	5·49	13·52	76·89	85·08	72·43	64·60	74·04	63·48	47·20	38·87	46·62	33·72	48·	30·88	16·34	4·78

382. The classification of schools as high, middle, and primary in this table differs considerably from that adopted elsewhere. Each school has been placed in the class in which it is likely to stand next year, in order that the results of the next series of examinations may be compared with those now given. This accounts for the appearance of 20 scholars in six primary schools as reading in Standard V, which is beyond the range of a true primary school.

In the Calcutta Free School, the Protestant European School at Cuttack, and the Jamalpore School, boys' and girls' departments have been treated as separate schools; in the first and last both departments are counted as middle schools; in the second the boys' department is treated as a high school, and the girls' department as a middle school.

383. Almost all the schools included under the heading "middle schools for girls" contain some boys, but as the boys are found only in the lowest classes, the schools can hardly be called mixed schools. The distinction between the two classes of middle schools would be more correctly shown by describing them as schools under male teachers and schools under female teachers; though this again would not be absolutely accurate, for there is one male teacher in the Kurseong school, and there are two or three female teachers employed in the lower classes of boys' schools. It is impossible to make the same distinction in the case of primary schools, for only one school (St. Placid's at Chittagong) contains boys only, and the European Female Orphan Asylum is the only school that is exclusively a girls' school.

All the high schools that were examined contain boys only.

384. The examinations were in many cases incomplete. In high schools none of the scholars reading in Standard VII were presented for examination. These schools did not commence working according to the Code till May 1883, and there was not sufficient time to prepare the scholars in all the subjects of this standard, which in some respects goes beyond that of matriculation. It is probable that most of the scholars would have failed, and this failure would have disqualified them for high school grants, under articles 26 and 27, in 1885. In most of the schools that had not been previously examined, the course of instruction in the class subjects was different from that prescribed in Schedule I; and in the short interval that elapsed between the publication of the Code in May and the examinations, there was not time to prepare the work of the standards. In some schools the copy of the Code sent to the Secretary was kept by him among the school records, and not made over to the teachers, who were thus left in ignorance of the changes in the course of instruction. In all such cases, those class subjects in which the scholars had not prepared the whole of the work prescribed were omitted. In three of the largest schools in Calcutta, containing 71, 62, and 56 scholars respectively in the second standard, a few scholars only were examined in geography instead of the whole class, this being the subject that takes up most time. In two or three mofussil schools some subjects were omitted entirely, as a complete examination would have involved the loss of a day. Every scholar was examined in the three elementary subjects; in English all were examined, except one class of one school, in which grammar had not been taught. In geography about 93 per cent. of the scholars above Standard I were examined. In the middle standards 70 per cent. were examined in history; and all the boys, except some of those reading in middle schools for girls, were examined in mathematics. Those subjects in which only two or three schools were examined have been omitted from the table. These are—needlework (142 scholars examined), French (2), Bengali (10), Drawing (4). Needlework was omitted in most of the schools, because proper instructions had not been issued about the method of examination. These instructions are given in the new edition of the Code, and all girls' schools will be examined in needlework this year.

385. The annual returns show that in Government and aided schools about three per cent. of the scholars are in the high department, 18 per cent. in the middle department, 28 per cent. in the upper primary standards, 28 per cent. in the lower primary standards, and 23 per cent. in the infant classes. The number of scholars that should be presented for examination by standards is therefore nearly 74 per cent. of the total number on the rolls. The number of scholars entered in the schedules must have been very much below this; but the exact percentage cannot be determined, as the roll number at the time of examination

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was not recorded in all cases. The total number of scholars on the books of the different schools must have been much smaller at the time of examination than when the returns were submitted; all the schools in Calcutta were examined during the rains, and at this season many of the scholars leave school, returning again at the beginning of the cold weather. The number on the rolls of the schools examined was probably about 4,500, which would make the percentage of scholars entered in the schedules about 67. The upper classes of the high schools contained about 2 per cent. more, so that about five per cent. of the scholars are not accounted for.

386. In the following table some of the figures included in the general table above are given in a form more convenient for comparison:—

Class.	Number of Scholars in Standard.							Total.
	I	II	III	IV	V	VI	VII	
High schools	55	126	129	124	134	74	.....	642
Middle „ for boys	119	172	187	148	93	46	25	790
„ „ for girls	235	300	241	153	86	69	22	1,106
Primary „	150	131	122	63	20	.....	...	486
Total ...	559	729	679	488	333	189	47	3,024

The fact that the number of scholars in Standard II is greater than that in Standard I by 170 seems to show that a considerable number of children are partially educated at home before they are sent to school. This is borne out by the fact that many of the scholars enter school very late. Above Standard III the number of scholars decreases very rapidly in girls' schools; at least 85 per cent. of the girls do not go beyond Standard IV. In boys' schools the decrease does not become very rapid till Standard V is passed; the number of boys above Standard IV is about three times the number of girls.

387. The next point to be noticed in the table is the number of non-Europeans. In all the schools taken together there were 124 non-Europeans in the classes examined, and of these 64, or more than half, were found in the Doveton and St. Xavier's. In four other schools—St. Xavier's Branch School, the Christian Girls' School at Cuttack, the Calcutta Boys' School, and the Calcutta Girls' School—non-Europeans formed 10 per cent. of the total number of scholars, but in all the rest the percentage was very small. As might be expected, the percentage is much higher in the middle than in the primary standards.

388. The figures given in column 6 (absentees) are not of much value, because the number of scholars omitted from the schedules is unknown. In the Calcutta schools the examinations take place during the rains, and the number of absentees depends very much upon the weather. In the Northern Bengal State Railway School at Saidpur five scholars out of seven were absent through sickness.

389. The figures in the next column also (disqualification for non-attendance) are not very trustworthy. In some schools the attendance of scholars was not properly registered until very late. In the Doveton, for example, the attendances were calculated for two months only before the examination; nearly 99 per cent. of the scholars had made 20 attendances in the two months, and therefore were included among the scholars eligible for instruction grants. If the attendances had been registered for the whole year, it is probable that the number of scholars disqualified would have been from 10 to 15 per cent. In boarding-schools the number disqualified in this way is very small, but in one day-school it was 42 per cent.

The percentage in column 8 of scholars eligible for grants is of course affected by the errors in columns 6 and 7.

390. The figures in columns 9 to 17 show the percentage of passes in each subject. They are most trustworthy in the case of those schools which were examined in 1882, and these form the majority of the primary and middle schools. None of the high schools were examined in 1882.

The figures in column 12, showing the percentage of passes in the three elementary subjects taken together, give the best test of the comparative merits of different classes of schools. Judged by these figures, the first three Standards in high schools are better than in other schools, but Standards IV, V, and VI, are worse. It is easy to see the reason of this. In middle

and primary schools a large proportion of the scholars belong to the lower class of Eurasians, who do not speak English at home, and therefore when they enter school they are very backward in reading and writing. These scholars cannot afford to pay the fees charged in high schools, or if they do enter such schools at all, it is only after they have reached the middle stage. The lower standards in high schools are in consequence filled with children whose vernacular is English, and they naturally do better in reading and writing; in all other subjects they are behind the corresponding classes of middle schools for boys. The middle departments of high schools contain a larger proportion of non-Europeans than those of middle schools; and although these non-Europeans are not considered in calculating the percentage of passes, their presence in the class has a prejudicial effect upon the other scholars, especially in reading. Besides this, the middle standards in middle schools, as being the highest taught in those schools, generally receive more attention from the teachers than the corresponding classes of high schools. In the latter there is a tendency to neglect the middle and primary standards in favour of the Entrance classes, since the merits of the different high schools are usually gauged by their success at the University examinations, and not by the progress made by scholars in the lower classes.

391. The figures for middle schools for boys and girls have been separated in order to compare the value of men and women as teachers. In reading, writing, English, and history the number of passes in girls' schools is greater than in boys' schools by from 7 to 11 per cent.; in geography the numbers are almost equal, and in arithmetic and mathematics the boys have the advantage. The superiority of the girls is greatest in writing and English, and is shown most in the middle standards. This result is not due to accidental differences in the questions asked; for I have tested it repeatedly by giving the same papers in English, and the same piece of dictation, to boys and girls. In Standard V 10 lines from one of Arnold's poems were given as dictation to about a hundred boys in three or four schools, and to about fifty girls in different schools; the boys made on an average eight mistakes, while the girls made only three. In Standard VI the same questions in English grammar and analysis were given to about 50 scholars in two boys' schools, and to about 20 girls in two schools which were the exact counterpart of the boys' schools. Of the girls 70 per cent. passed; of the boys only 5 per cent. It appears that as a rule the male teachers are better educated than the female teachers, but the latter have more sympathy with the children, and understand them better, and therefore the children make more progress under them.

392. *Elementary subjects.*—It is useless to attempt to compare different classes of schools in reading; the standard varies from school to school according to the social position of the scholars. If a uniform standard were adopted in all schools, the schools charging the highest fees would obtain large grants, while the schools for the poorer classes would be ruined. In schools of the same class the table does not show any very marked differences between different standards.

In the first four standards, writing means writing from dictation a short extract from the reader used in the class. In Standard V, 10 lines of poetry are generally given from a book not previously read. In Standards VI and VII composition takes the place of dictation. The table shows that composition is too hard for boys in Standard VI, while the girls do better in composition than in dictation. More time appears to be devoted to letter-writing by girls than by boys.

In arithmetic the result is poor in all standards above the third, especially in high schools. A reduction of the course prescribed for boys in Standard VII has now been sanctioned; and if there is no improvement in this subject next year, a reduction in the other standards also will be recommended.

393. *Class subjects.*—In English the result is bad in all standards above the third; in all these standards the prescribed course was too difficult, and an easier course has since been sanctioned.

In the other class subjects also the result was very bad, but this is to be attributed chiefly to the novelty of the Code system. None of the schools were examined in these subjects in 1882, and the teachers did not know what was required.

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394. *Financial results of the examinations.*—The figures in the last four columns show that nearly 79 per cent. of the scholars passed in two elementary subjects at least, and were therefore qualified for instruction grants. This gives Rs. 10-4-8 as the average earnings in elementary subjects of all the scholars eligible for instruction grants, and Rs. 7-14-7 as the average for all the scholars entered on the schedules. The total earnings of all schools in the elementary subjects alone amount to Rs. 23,920. The amount of the grant for class and special subjects cannot be determined from the table, but it may be roughly estimated at Rs. 11,000 or Rs. 12,000 on the result of the last examinations; so that the total instruction grant amounts to about Rs. 35,000. The attendance grants of all the schools that were examined, calculated upon the average daily attendance shown in the annual returns, amount to Rs. 28,332, or, including grants for singing, drill, discipline, &c., to a little over Rs. 30,000. The total amount of the grants under the Code is therefore about Rs. 65,000, while the grants actually drawn by the same schools amount to Rs. 65,850, excluding all special grants. It is probable that the next series of examinations will show that the scale of grants given in the Code is too high for the large schools in Calcutta, but too low for the smaller schools in the mofussil.

395. The following table shows the percentage of passes in elementary subjects of all the schools in Calcutta and Howrah that have been examined twice. The schools that were not examined in 1882 are excluded, because the publication of the results of the examination might injure the schools. In some cases nearly all the classes were rated a standard higher than they should have been, while in others they were placed a standard too low. In consequence of this, some schools appear to be much worse and others much better than they really are:—

No.	1	2	3	4
	NAME OF SCHOOL.	Class.	Number of scholars eligible for instruction grants.	Percentage of passes in elementary subjects.
1	Free School, Girls' Department	Middle ...	90	95·18
2	Welland Memorial School	Primary ...	48	91·67
3	St. James' Elementary	Ditto ...	43	83·72
4	St. Paul's (Scott's Lane)	Middle ...	48	81·94
5	Dhurrumtollah Loretto	Ditto ...	98	80·95
6	Free School, Boys' Department	Ditto ...	182	79·30
7	Calcutta Boys'...	Ditto ...	34	74·51
8	Catholic Male Orphanage	Ditto ...	184	74·27
9	Calcutta Girls'	Ditto ...	89	73·78
10	Entally Orphanage	Ditto ...	77	71
11	European Female Orphan Asylum	Primary ...	47	70·92
12	St. Mary's	Middle ...	25	70·67
13	St. Joseph's, Free Department	Ditto ...	76	69 74
14	Ditto, Pay ditto	Ditto ...	91	66·67
15	Entally Boarding and Day	Ditto ...	35	64·95
16	Bow Bazar Loretto	Ditto ...	104	58·97
17	St. Stephen's	Primary ...	21	58·73
18	St. John's Girls'	Ditto ...	21	49·21
19	St. John's Parochial	Ditto ...	14	35·71
		HOWRAH.		
1	Bishop Milman's	Primary ...	6	94·44
2	St. Thomas'	Middle ...	26	93·58
3	St. Agnes'	Ditto ...	32	72·36

396. The first three in the list of Calcutta schools are returned in the same order as the three best schools at the examination of 1882. The girls' department of the Free School, under Miss Nazar, ranks first in the class subjects, as well as in the elementary subjects. The two girls from this school that appeared at the primary scholarship examinations stood first and third in order of merit, and one of them obtained a special scholarship. The Welland Memorial School, formerly called the Old Church Day School, under Mr. Edwards, is the best of the parochial schools of Calcutta. It has recently passed from the primary to the middle class, and ought not to revert to the former. Two boys and a girl appeared at the primary scholarship examination; one passed in the

first division and obtained a scholarship, the others passed in the second division. St. James' Elementary School, under Mrs. Mackenzie, has done very well at both examinations, though under unfavourable circumstances. The class-rooms are too small for the number of scholars, and one teacher has to look after two rooms at once. The last three schools on the list did very badly at both examinations. This is partly due to excessive subdivision of the classes. In St. Stephen's, excluding the infant class and its subdivisions, 29 scholars were divided into nine classes, boys and girls being separated in all standards above the first. In St. John's Girls School a similar subdivision of classes was made in order to separate pay scholars from free scholars, and each teacher had to take two or three classes.

Of the other schools, St. Paul's, Scott's Lane, the Dhurrumtollah Loretto School, and St. Thomas' School, Howrah, have improved most during the year. All these did badly at the first examination.

397. *Night Schools.*—The school for apprentices in the Railway workshops at Jamalpore is the only night-school for Europeans in Bengal. It was not inspected during the year under report.

398. *Pupil Teachers.*—In August and September 1882, 12 pupil teachers entered into agreements in accordance with the rules in Chapter III of the Code, and the first examinations under Schedule II were held last year. The 12 pupil teachers were all girls, and were distributed as follows:—

Free School, Girls' Department	4
Dhurrumtollah Lorreto	3
Bow Bazar "	2
St. Mary's, Hastings	3

The four pupil teachers in the Free School all passed the first year's examination, and earned the full grant (Rs. 110) for the compulsory subjects. One of these has since been appointed assistant teacher in the European school at Dacca. One of the three pupil teachers in the Dhurrumtollah Loretto resigned before the end of the first year; the other two passed—one earning the full grant, and the other Rs. 100. Of the two appointed in the Bow Bazar Loretto, one failed and the other earned Rs. 100. Of the three pupil teachers at St. Mary's, one earned Rs. 150 by passing in the compulsory subjects and two of the optional subjects; a second was disqualified for copying; and the third was absent from the oral examination through illness: she has since resigned. Of the 12 originally appointed, only 7 can be presented for examination this year in the subjects of the second year's course, and 2 must again take up the work of the first year. Four new candidates were accepted in 1883—two in the Free School, and one each in the Dhurrumtollah Loretto and St. Mary's. The number of pupil teachers of the first and second year respectively is shown in the following table:—

Schools.	Number of pupil teachers of the— First year.	Second year.
Free School	2	3
Dhurrumtollah Loretto	1	2
Bow Bazar "	1	1
St. Mary's School	2	1
Total ...	6	7

In St. Paul's School, Calcutta, some candidates will be presented this year, and a certificated teacher has been appointed to train them. None of the other girls' schools will probably make an attempt to train pupil teachers.

Some candidates were presented in 1883 in the boys department of the Free School, but all failed to pass the prescribed examination. The other boys' schools have not presented candidates.

399. Mr. Nash does not think that the pupil-teacher system will ever be a success in Bengal. A few girls will probably enter into engagements every year in order to obtain the grants allowed by the Code; but most of them without any intention of ultimately becoming teachers, and without much prospect of obtaining employment if they wish to do so. It is not at all probable that boys will

EDUCATION OF EUROPEANS.

bind themselves as pupil teachers for three years for the mere sake of the annual grants, and without the intention of ultimately becoming teachers. The Entrance examination, which would in all such cases have to be attempted in the third year, is considered a very severe test for European schools; and most boys would consider it hopeless to attempt to prepare for this examination, and at the same time to spend three or four hours a day in teaching and in preparing lessons to be given in class. In the Free School the system may be expected to work well, but not in other schools.

400. *Certificated Teachars.*—In all the aided schools together there are about 190 teachers, of whom about 70 are men and 120 women. About 75 of the teachers belong to the various Roman Catholic orders, and about 115 are lay persons, of whom 40 are men and 75 are women. Of the 40 appointments held by men, there are about a dozen with salaries over Rs. 100, but half of these are filled by certificated teachers from England or by graduates of English Universities. The demand for male teachers is therefore not likely to exceed four or five a year on the average; and this is not sufficient to tempt boys to qualify themselves for the profession of a teacher, when there are other careers open to them in which there is a greater certainty of obtaining employment.

With female teachers the case is different; the number of appointments is greater, and the average length of service is much less than with men, so that there are more vacancies every year. On the other hand, the salaries are much lower; at least one-third of the teachers receive salaries ranging from Rs. 5 to Rs. 20, a few only being provided with board and lodging in addition to the salary. There are about six or eight appointments of the value of Rs. 100 or more, but nearly all of these are held by persons specially brought out from England.

As might be expected, when the salaries are so small, the junior teachers in most of the schools are very inefficient. When the rules in Chapter IV of the Code come into force, some of the worst teachers will be gradually weeded out, but it will be very difficult to replace them, especially in girls' schools. Under the new rules no one can be appointed as a teacher who has not passed the final examination of high schools, or the third year's examination of pupil-teachers. A girl who has passed either of these examinations would not be satisfied with Rs. 10 or Rs. 15 a month, the usual rate for teachers of the lowest classes in Calcutta schools, though in some cases it is as low as Rs. 5, without either board or lodging.

IX.—MAHOMETANS.

MAHOMETANS.

401. The subjoined statement shews at a glance the extent to which Mahometans avail themselves of each class of schools in Bengal.

Statement showing the Number of Muhammadan Students attending Colleges and Schools on the 31st March 1884.

Class of Institution.	Total number of pupils on the rolls on 31st March 1884.	Total number of Muhammadan pupils on 31st March 1884.
Arts Colleges—		
Government	1,211	102
Aided	713	26
Unaided	902	4
Total ...	2,826	132
Professional Colleges—		
Law—Government	140	14
Do.—Unaided	524	14
Medicine—Government	117	0
Engineering—Ditto	166	2
Total ...	947	30

Class of Institution.	Total number of pupils on the rolls on 31st March 1884.	Total number of Muhammadan pupils on 31st March 1884.
Schools for General Education—		
For Boys—		
High English	53,498	5,185
Middle ditto	44,177	5,755
Ditto vernacular	61,702	8,238
Upper primary	91,049	14,811
Lower ditto	1,073,934	344,183
Total ...	1,324,360	378,172
For Girls—		
High English	493	1
Middle ditto	2,268	1
Ditto vernacular	507	13
Upper primary	8,427	86
Lower ditto	23,182	4,103
Total ...	34,877	4,204
Schools for Special Education—		
School of Art	139	2
Training schools for masters	1,090	67
Ditto for mistresses	117	0
Medical schools	605	126
Surveying "	188	17
Industrial "	144	43
Madrassah "	1,323	1,322
Other "	765	12
Total ...	4,371	1,589
Grand Total ...	1,367,381	384,127
Private Institutions—		
Advanced, Teaching—		
(*a*)—Arabic or Persian	7,018	5,993
(*b*)—Sanskrit	7,692	0
Elementary, Teaching a vernacular only, or mainly—		
For Boys	9,090	1,011
" Girls	302	90
Other schools not conforming to Departmental Standards—		
For Boys	1,089	745
" Girls	37	37
Total ...	25,228	7,876
Grand Total ...	1,392,609	392,003

402. It is seen that in the colleges Mahometans form barely 5 per cent. of the pupils, in the high schools barely 10 per cent., while in the lower primary they form more than 30 per cent. of the pupils. The number of wealthy Mahometans is few. In the lower classes there is no race difference in Bengal between the Mahometans and the Hindoos, and the difference in religion is not absolute. The Mahometans are converts often from no remote period, and retain sometimes remnants of Hindooism. It is both on economic and on political grounds desirable to have as few separate schools for Mahometans as possible. It must be impossible that where Hindoo and Mahometan boys have read together for years in the same school but that much groundless jealousy and animosity should be softened.

403. In the distribution of posts as teachers and Sub-Inspectors it has long been the practice to give Mahometans a preference in the Education Department; but the result is that there are scarcely any Mahometans in the Education Service outside the madrassahs and a few special Mahometan schools. The fact is that the educated Hindoo will work at a lower salary than the Mahometan of equal educational acquirements. This may be paraphrased, the educated Mahometan is found a more valuable man in numerous employments than his equally educated Hindoo brother.

X.—NATIVE CHIEFS (MINORS) AND OTHER SPECIAL CLASSES.

NATIVE CHIEFS (MINORS) AND OTHER SPECIAL CLASSES.

404. The Bengal Education Department keeps no special school for Native Chiefs, unless the Tibetan school at Darjeeling be so considered. Many Rajahs (and landholders) support an aided school with the object that their sons may read in it. Under the head "other special classes" is here treated the

EDUCATION OF ABORIGINAL RACES.

EDUCATION OF ABORIGINAL RACES.

405. The total aboriginal population of Bengal, according to the last census, is 2,552,293, of whom 1,087,202 are returned as Sonthals, 871,666 as Kols, 469,622 as other western aborigines, 88,399 as eastern aborigines, and 35,404 as "unspecified." While Sonthals and Kols form the two principal divisions of the Kolarian family, the term "other western aborigines" includes all the non-Aryan tribes whose homes are in western Bengal, in the Orissa and Chota Nagpore Divisions, and in the feudatory states attached to them. Under the heading of eastern aborigines are returned the Indo-Tibetan, Indo-Chinese, and Indo-Burmese who occupy the slopes of the Eastern Himalayas and the mountain system which forms the eastern and south-eastern boundary of Bengal. Among other western aborigines are the Uraons and Dhangars. The eastern aborigines include the Garro, the Khasi, the Manipuri, the Kuki, the Mech, the Tipperah, and the Chukma.

406. It has been recognised as a fact ever since the creation of the Department that the education of the aboriginal races presents features of unusual difficulty. Their poverty, the absence of any indigenous educational system among them, and the generally inaccessible character of the tracts inhabited by them, delayed the success of the first attempts to introduce even elementary education among them. These first attempts were, however, not quite barren of results in several instances, as the work was undertaken by different Christian missions, who, besides providing a more or less adequate educational agency, carried forward the work of civilization in various other directions.

407. The number of pupils of aboriginal races now at school cannot be determined with accuracy, as the existing forms of school-returns have no separate headings for them. The head "others" includes, besides aboriginal races, various minor religious sects, which disown the principal religions of the country. Again, numbers of the aboriginal races are classed as Hindus or Christians when they happen to profess either Hinduism or Christianity without forfeiting their tribal or ethnological character. The number of 'others' shown in the returns is 25,379. It is seen, however, that the numbers of the aboriginal races returned by the Inspectors of Schools as attending schools number 28,259. The following statement is prepared from the Inspectors' reports:—

Statement showing the Distribution of Pupils of Aboriginal Races at School.

	Numbers attending different classes of schools.							
	High English.	Middle English.	Middle Vernacular.	Upper primary.	Lower primary.	Girls'.	Special and private.	Total.
Presidency Division	.....	16	5	7	112	.....	1	141
Calcutta	.....	.....	.....	.....	28	.....	.....	28
Burdwan Division	2	.....	10	56	2,752	.....	84	2,904
Rajshahye ,,	62	9	5	267	433	.....	19	795
Dacca ,,	4	11	4	23	310	.....	1	353
Chittagong* ,,	21	103	149	105	1,811	54	552	2,795
Patna ,,	.....	.....	.....	.....	11	.....	.....	11
Bhagulpore* ,,	3	29	13	764	8,685	8	79	9,581
Chota Nagpore ,,	100	265	47	611	6,875	239	1,983	10,120
Orissa ,,	.....	.....	.....	1	11	.....	.....	12
Orissa Tributary Mehals	.....	7	15	249	1,236	.....	12	1,519
	192	440	248	2,083	22,264	301	2,731	28,259

* The distribution under the several heads is approximately correct.

408. In the Presidency Division the numbers are too small to call for detailed remarks. One of the pupils in Jessore is reported to have passed the lower primary scholarship examination. The 28 boys in Calcutta are said to be of the *mehter* caste. EDUCATION OF ABORIGINAL RACES.

409. In the Burdwan Division there are 100 schools especially established for the benefit of aboriginal races. These are attended by 2,606 pupils. The schools are thus distributed:—Beerbhoom 17, Bankura 10, and Midnapore 73. They are mainly Sonthals.

410. Of the 795 students in the schools of the Rajshahye Division, 67 are reported to be Mechs, 41 Bhuteas, 12 Garos, 4 Lepchas, and 2 Nepaulese. In the Dacca Division, are 17 Manipuri boys and 9 Manipuri girls, and 326 of the Terai tribes of Mymensing, known as Hujangs, Hudi, Banai, Madhai, &c. All the pupils of the model schools at Kamerkhali, Kharnai, Menki, and Kumargati in Mymensing are of this class. Two of the boys passed the lower primary scholarship examination in the first division, one of them with a scholarship.

411. In the Chittagong Division the tribes are the Tipperahs of Tipperah, the Aracanese Mugs or Burmese, and Burna Mugs of Chittagong, and Chukmas and Jumia Mugs of the Hill Tracts. The Tipperahs have a middle English school at Mugrah. The kyong examiner examined 27 kyongs with 488 pupils in the Chittagong district. For the benefit of the Chukmas and Jumia Mugs the Government have middle English boarding-schools at Rangamati and Banderbun and five Government lower primary schools.

412. Of the 9,581 aborigines at school in the Bhagulpore Division, 9,306 are Sonthals, 211 Paharias, and 64 Dhangars. Three Sonthals passed the upper and 77 the lower primary scholarship examination, and two of these obtained upper and three lower primary scholarships. A special scheme for the education of the Sonthals inhabiting the Damin-i-Koh portion of the Sonthal Pergunnahs was sanctioned some years ago and has just been brought into operation with slight modifications in detail.

413. The largest number of pupils of the aboriginal races is, as expected, returned from the Chota Nagpore Division. The educational work among them has mainly been left in the hands of the missionaries. The Berlin Mission taught 1,458 pupils of both sexes, the S. P. G. Mission 1,057, the Free Church Mission 471, and the Jesuits 156. At the departmental examinations one pupil passed a middle English scholarship examination, 6 passed the middle vernacular scholarship examination, 12 the upper primary, and 79 the lower primary scholarship examination.

414. The Berlin Mission and the Anglican Missions at Ranchee work alike, in so far that they both maintain large head-quarter schools to which the children are drafted from the village schools for two years at least. These head-quarter schools are boarding-schools under ample European superintendence. They have been celebrated as the best music-schools in Bengal. In either school the pupils *en masse* can sing a hymn in four parts without accompaniment. The Anglican school (160 strong) can read a hymn at sight in Tonic Sol-Fa notation.

XI.—PRIVATE SCHOOLS.

415. All that we know concerning private schools can be gathered from the figures at the bottom of the table in Section IX. PRIVATE SCHOOLS

416. The mass of the schools returned as private institutions consists of those strong Mahometan and strong Hindoo schools which have not yet submitted to accept the Government money on the Government terms, *i.e.*, they will not attempt to teach even in the most elementary way reading, writing, and arithmetic in the vernacular. These private institutions are therefore in the main mooktabs where they teach nothing but koran, and toles where they teach nothing but Sanskrit.

XII.—PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER SCHOOL LITERATURE.

417. The preparation of school-books has in Bengal been for the last 30 years left entirely to private enterprise. The result is a large and growing school literature which, however imperfect when viewed from a European standpoint, is believed to have the merit of popularity, and is of decidedly moral PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER SCHOOL LITERATURE.

PREPARATION AND DISTRIBUTION OF TEXT-BOOKS AND OTHER SCHOOL LITERATURE.

tendency. The function of examining and reporting on this large mass of books is entrusted to a Central Text-book Committee sitting in Calcutta with branch committees working at Bankipore for Behar and at Cuttack for Orissa.

418. The duties of the Text-book Committee, as defined in the Government Resolution of January 1882, are not confined to the selection of text-books for the middle scholarship examination standard, but extend to the examination of all books intended for middle schools. Down to 31st July 1884 560 books were received for examination from various authors, of which 527 have been already more or less fully reported on. The Committee have also submitted provisional lists of text-books for my consideration. The best acknowledgments of the Department are due to all the members of the Committee, and especially to its distinguished President, Dr. Rajendra Lal Mitter, Roy Bahadur, C.I.E., for the work done.

419. The Behar Branch Committee report the publication of 14 school-books during the year, of which 10 are reprints of Deva Nagri books in new Kaithi type, two are new compilations, in the same type, and two are translations and compilations printed in the Deva Nagri character. The Inspector reports that there are several authors in the field already, and acknowledges the assistance always readily accorded to him by Babu Kali Kumer Mitra of the Patna normal school, and Moulvi Abdul Ali and Mr. Grierson of the Bengal Civil Service, in connection with the question of text-books. It is proposed to start a school magazine in simple language, a subject which will receive separate consideration.

420. Mr. Pope further reports that books on certain subjects have been called for, and competition invited, certain stipulations having been made as to the language to be used, the type, the method of spelling, and, in scientific books, the use of technical terms. These stipulations were agreed upon at a meeting called during the year of gentlemen interested in the question of Hindi and well able to give good advice. Arrangements for supplying to Magistrates books required for distribution as prizes still continue in force.

421. In Orissa the following useful publications are specially brought to notice. The Joint-Inspector states that they bear a favourable comparison with the best Bengali books. The maps published under the patronage of the Hon'ble Kumar Baikant Nath continue to be popular. A proposal for starting an educational journal is under consideration.

1. Durga Churn Sahu's Physical Geography.
2. Umes Chandra Basu's Orya Arithmetic.
3. Pathmala (De's Press).
4. De's Geographical Primer (English).
5. Geography of Orissa (De's Press).
6. Madhusudan Rao's Abadhanbandhu, or the Pathsala Manual.
7. Umaprasad De's Orya Euclid.

422. The Calcutta School-book Society, which receives a grants of Rs. 200 from Government, serves chiefly as an agency for the distribution of books in the interior, though much of the work is taken up by private firms. In the year 1883 the Society sold in Calcutta and at its agencies in different parts of the country books to the amount of Rs. 85,000.

A. W. CROFT,

Director of Public Instruction.

(Sections IX to end added by C. B. Clarke.)

SUPPLEMENTARY NOTE ON MAHOMEDAN EDUCATION.

1. As shown in paragraph 401 of the foregoing report, the following statement gives the number and percentage of Mahomedan pupils in different classes of schools:—

	Total number of pupils.	Number of Mahomedans.	Percentage of Mahomedans.
PUBLIC INSTITUTIONS—			
Arts colleges	2,826	132	4·6
High English schools	53,991	5,186	9·6
Middle „ „	46,445	5,756	12·3
Middle vernacular „	62,209	8,251	13·2
Upper primary „	99,476	14,897	14·9
Lower „ „	1,097,116	348,286	31·7
Professional colleges	947	30	3·1
Technical schools	1,841	200	10·8
Normal „	1,207	67	5·5
Madrassas	1,323	1,322	100·0
PRIVATE INSTITUTIONS—			
Advanced	14,710	5,993	40·7
Elementary	10,518	1,883	17·9
Total ...	1,392,609	392,003	28·15

2. The number of Mahomedan pupils in all schools has risen from 366,388 to 392,003, and the proportion from 27·9 to 28·15 per cent. The proportion of Mahomedans to the total population in those parts of the Province from which our returns are collected, is 31·5 per cent. The percentage of Mahomedan pupils in arts colleges has risen from 3·9 to 4·6, and in high schools from 8·8 to 9 6. In middle and upper primary schools there is a slight decline, while in lower primaries the proportion is much the same as in the previous year. In professional colleges the proportion has risen from 2·2 to 3·6, but in normal and technical schools there is some falling off. Altogether, as regards the standard and quality of the instruction which Mahomedans are receiving, the year may be said to show an advance, though the proportion of Mahomedan pupils in all the higher classes of institutions is far below their place in the population—a fact to the consideration of which I shall presently return. The superior maktabs and madrassas returned as private institutions, that is, outside of and unaffected by the standards of the Department, are maintained by Mahomedans in greater proportionate numbers than the corresponding class of tols for Hindus. As these are the most conspicuous institutions of their kind, it is probable that a very large proportion of them have been returned. Mahomedans reading in the inferior maktabs are shown in the table to be only 18 per cent. of the total number of pupils in private elementary institutions; but many of these schools have doubtless escaped observation; and in any case the small number of maktabs returned in this class would only serve to show that in general they have readily adopted the departmental standards, and that the majority, as is known to be the case in the districts of Eastern Bengal and Midnapore, are returned among public primary schools.

3. It has just been stated that while the Mahomedans of Bengal form 31·5 per cent. of the population, Mahomedan pupils are only 28·15 per cent. of the total number. In the divisions of Rajshahye and Chittagong, indeed, the Mahomedan pupils outnumber the Hindus, and in the Dacca division they are nearly as many; but it is just in these parts of the Province that the proportion of Mahomedans to the total population rises highest, varying from 60 to 70 per cent. In the Presidency division, where Mahomedans compose about half the population, the pupils of that race are only about 27 per cent. of the total number at school. But in other parts of Bengal, where the Mahomedans do not form the bulk of the poor agricultural community, and

are therefore much less numerous and presumably higher in the social scale, the disproportion is by no means so conspicuous. In the Burdwan division, Mahomedan pupils form 7 per cent. of the whole, the population percentage being 12·9. In the district of Midnapore, where special measures have been taken for the promotion of Mahomedan education, and a Mahomedan Sub-Inspector has been appointed to carry them out, the proportion of Mahomedan pupils is 5·4 per cent. very nearly approaching the population percentage of 6·5. In the Patna division, again, except in the districts of Mozufferpore and Chumparun where it is very slightly below, the school percentage is in every district above the population percentage, the difference being most marked in Sarun where it is 15 against a population rate of 7·5, and in Durbhunga where it is 24 against 14 per cent. In the Bhagulpore division, a marked difference is observable between the Behar and the Bengal portion. In the districts of Bhagulpore, Monghyr, and Purneah, where the proportion of Mahomedans belonging to the respectable classes is higher than in the Sonthal Pergunnahs and Maldah, the school percentage is higher than the population percentage: in the two districts last named, which belong to Bengal, the proportion is lower. In Chota Nagpore the proportions are represented by 5·4 and 5·5 per cent.—a practical equality; and in this division it is noticeable that there has been a large increase in the number of Mahomedans in English schools, those in vernacular schools having somewhat declined. In Orissa the population percentage is 2·3, and the school percentage 2·9, a difference which is illustrated by the following passage taken from the census report:—"In Orissa the very few Mahomedans (only 85,611 in all, or 2·29 per cent.) are mostly of the better classes, and the proportion of the illiterate among them is actually less than among the Hindus." The proportion of Mahomedan pupils in the high schools of the same province is 11 per cent., and in middle English and middle vernacular schools 9 per cent.—figures which are quite worthy of notice when it is remembered that the proportion of Mahomedans to the total population of Orissa is only 2·3 per cent. All these considerations serve to confirm the position that the comparative absence of Mahomedans from the higher educational institutions is due much more to their poverty than from any reluctance to accept the existing educational system. If the educational statistics of the Dacca, Chittagong, Rajshahye, and Presidency divisions, where Mahomedans are in excess of the rest of the population and belong to the poorest class of cultivators, were separated from those of the rest of Bengal, a very different set of results would emerge. For example, taking Behar, Chota Nagpore, and Orissa together, the proportion of Mahomedan pupils in all high schools is nearly 21 per cent., a ratio far higher than that assigned by their place in the population.

4. The following statement shows the number of Mahomedan pupils who passed the various examinations of the University or the Department, compared with the total number of successful candidates at those examinations:—

Name of Examination.	Number of successful candidates.		Percentage of Mahomedans.	
	Mahomedans.	Total.	Among successful candidates.	Under instruction.
M. A.	1	54	1·9	4·6 (in all college classes).
B. A.	12	205	5·8	
First Arts	21	595	3·5	
Entrance	64	1,309	4·9	9·6
Middle English	27	481	5·6	12·3
Middle vernacular	152	2,031	7·5	13·2
Upper primary	230	2,560	9·0	14·9
Lower primary	3,235	20,202	16·0	31·7

The proportion of successful Mahomedan candidates is in all examinations, even the lowest, far below what it should be according to their place in the population, and it steadily and even rapidly diminishes as the standard of examination advances. In schools of all classes, the proportion of successful

Mahomedan candidates to the whole number is seen to be hardly more than half the corresponding proportion of Mahomedan pupils under instruction in those schools; and as we have previously seen, this last proportion itself declines rapidly in the higher stages of instruction. In colleges, however, it is satisfactory to be able to note a different result. The proportion of Mahomedan candidates who have been successful at the University examinations is not far short of the proportion of Mahomedan pupils in colleges, and in that for the B. A. degree, the more important of the two, the proportion is even higher. This result, as has been already explained, is due in great part to the permission granted to the Mahomedans of Calcutta to read in any of the metropolitan colleges at one-third of the ordinary rate of fees, the remainder being paid from the Mohsin grant. It is specially worthy of notice that in the Patna division, out of 81 candidates passing the Entrance examination, as many as 20 were Mahomedans, a proportion considerably higher than that corresponding to their place in the population. In the adjoining division of Bhagulpore only one Mahomedan passed the Entrance examination.

5. The income of the Mohsin Endowment Fund continues to supply the chief means for the promotion of Mahomedan education. The distribution of the expenditure in the budget estimates, together with the actual expenditure under each head as given by the Accountant-General, are shown in the table below. The cost of the Calcutta Madrassa, which is maintained from Provincial revenues, is excluded. The estimated receipts of the Mohsin Fund amounted to Rs. 59,199:—

Head of Charge.	Estimated expenditure.	Actual expenditure.
	Rs.	Rs.
Maintenance of madrassas	33,580	32,642
Salaries of maulavis in high schools	4,650	4,827
Scholarships	9,072	10,370
Short fee-payments	10,662	9,932
Total ...	57,964	57,771

The actual expenditure was therefore very close to the estimate, and fell considerably short of the educational portion of the income of the fund. A further saving will accrue in the current year owing to the transfer to provincial revenues of the cost of the college classes in the Calcutta Madrassa, which were at first maintained from the assignment to the Rajshahye Madrassa, on the reduction of that institution to a lower grade. The whole of the savings can be at once placed out in increasing the assignments made for the payment of two-thirds fees to Mahomedan boys in English colleges and schools, and also in making fresh assignments, for which there are many demands. There is no more useful way of spending the income of the fund.

6. The central examination of the madrassas maintained from the Mohsin Fund, which are examined annually in common with the Calcutta Madrassa, was held in December 1883. The comparative results are given in the following table:—

Madrassas.	Number of candidates.	First division.	Second division.	Third division.	Total.
Calcutta	70	30	4	20	54
Dacca	31	6	4	7	17
Chittagong	56	7	5	10	22
Rajshahye	10	3	3	1	7
Hooghly	13	4	3	3	10
Total ...	180	50	19	41	110

At the examination of the previous year, out of 172 candidates, 51 passed in the first division, 21 in the second, and 39 in the third, or 111 in all. The difference is unimportant.

7. The following table gives the results of the examination in further detail:—

Central Examination of Madrassas, 1883.

Classes.	Madrassas.	Number of candidates.	Number who passed in the First division.	Second division.	Third division.	Total number passed.
Fourth-year class	Calcutta	.....	9	.....	9	18
	Dacca	.....	2	.....	1	3
	Chittagong	.....	2	.....	3	5
	Rajshahye	.....	2	.....	1	3
	Hooghly	.....	2	.....	1	3
Third-year class	Calcutta	.....	7	.....	2	9
	Dacca	.....	1	1	2	4
	Chittagong	.....	.....	1	2	
	Rajshahye	.....	.....	1	.....	1
Second-year class	Calcutta	.....	6	2	3	11
	Dacca	.....	1	1	3	5
	Chittagong	.....	1	1	2	4
	Rajshahye	.....	1	.....	.....	1
	Hooghly	.....	1	2	.....	3
First-year class	Calcutta	.....	8	2	6	16
	Dacca	.....	2	2	1	5
	Chittagong	.....	4	3	3	10
	Rajshahye	.....	.....	2	.....	2
	Hooghly	.....	1	1	2	4
	Total ...	180	50	19	41	110

All the Mohsin madrassas, without exception, now teach the full madrassa standard, which is that of the fourth-year or highest class of the Calcutta Madrassa; and all have for some years passed candidates by that standard, showing that it is efficiently taught. The Chittagong Madrassa was even more successful at the examination than the Dacca Madrassa. Owing to accidental causes in the previous two years, no candidates appeared for the third year examination from the Hooghly Madrassa. The Rajshahye Madrassa was the least successful of all.

8. Government Madrassas.—The following is a comparative statement of the attendance and expenditure for the last two years of all madrassas under Government management. The Calcutta Madrassa is maintained from provincial revenues; the others from the Mohsin Assignment, with the exception of the Moorshedabad Nawab's Madrassa (formerly called the Nizamut College), the cost of which was, on the abolition of the Nizamut Fund, made a charge upon provincial revenues. The yearly allotments to the Mohsin madrassas are: to Dacca Rs. 10,000, to Chittagong Rs. 7,000, and to Hooghly Rs. 4,000:—

Madrassa.	Number of pupils in— 1883.	1884.	Receipts from Government. 1883.	1884.	Total expenditure. 1883.	1884.
			Rs.	Rs.	Rs.	Rs.
Calcutta (Arabic Department ...	252	255	10,702	11,464	11,970	12,737
Hooghly	40	39	.....	.....	2,488	5,613
Rajshahye ...	127	.....	.....	.....	7,522	5,616*
Dacca ...	338	350	.....	.....	12,648	13,410
Chittagong ...	382	497	.....	.....	8,687	8,965
Moorshedabad Nawab's Madrassa ...	.....	50	.....	17,711	.....	17,711
Total ...	1,139	1,191	10,702	29,175	43,315	64,053

* The Rajshahye Madrassa was abolished on the 15th December 1883.

A brief account of each of these institutions with now be given.

9. *Calcutta Madrassa.*—Under orders of Government dated the 27th September 1883, the Calcutta Madrassa was raised to the rank of a second-grade college, with effect from the beginning of 1884. The change was made in deference to the wishes of an influential section of the Mahomedan community who, while gratefully acknowledging the benefits of the privilege accorded to them in 1881, by which pupils of that creed were allowed to read in any Calcutta college at one-third of the regular fees, nevertheless urged that a separate college should be established for them in the centre of the Mahomedan population of Calcutta. It was at first decided that the cost

of the new college classes (about Rs. 5,000 a year) should be met from the assignment to the Rajshahye Madrassa which was to be closed from the beginning of 1884; but under subsequent orders issued after the close of the year, the charge is to be met from provincial revenues. The Madrassa, therefore, now consists of four departments, as shown below. The total number of students increased during the year under report from 1,116 to 1,253. The distribution of the students among the different departments is as follows:—

	English students.	Oriental students.	Total.
College department	20	.....	20
Anglo-Persian department (or high school) ...	493	.....	493
Colinga branch school	301	184	485
Arabic department (or madrassa proper) ...	.....	255	255
Total ...	814	439	1,253

Two students of the Arabic department and 32 of the Oriental department of the branch school also attend classes of the English department for additional instruction in English. The students of the Arabic department are without exception Sunnis. There are 25 Shiahs in the Anglo-Persian Department, and 6 in the branch school.

10. The total expenditure of the Calcutta Madrassa and the branch school was as follows:—

	Rs.	A.	P.
College department	1,412	9	0
Arabic "	12,737	2	8
Anglo-Persian department	18,272	5	8
Colinga branch school	7,092	0	8
Total ...	39,514	2	0

against Rs. 36,628 of last year. The receipts from fees were :—

	Rs.	A.	P.
College department	62	0	0
Arabic "	1,272	13	0
Anglo-Persian department	5,174	0	0
Colinga branch school	1,465	7	0
Total ...	7.974	4	0

against Rs. 7,210 of the previous year. The net cost of the Madrassa to Government, excluding the cost of the college classes, paid from the Mohsin Fund, was therefore Rs. 30,128.

11. At the central examination of the four senior classes of the Arabic Department, out of 70 candidates, 18 passed from the fourth-year class, 9 from the third-year, 11 from the second-year, and 16 from the first year; or 54 in all, against 53 of the previous year. From the Anglo-Persian Department, or high school, 36 candidates went up for the Entrance examination, and 17 passed; 1 in the first division, 13 in the second, and 3 in the third, against a total of seven of last year. The result was highly satisfactory.

The library, the hostel, and the gymnasium are in good order. The library received considerable additions during the year, and was largely used by both students and teachers. The new arrangements for the hostel continue to give entire satisfaction; and the gymnasium is popular with the students, many of whom show considerable skill and proficiency in these exercises.

12. One consideration of great importance with regard to the Arabic department of the Calcutta Madrassa remains to be noticed. A comparison of the figures given above with those of previous years will show that the proportion of students who learn English is steadily increasing, and that of purely Oriental students as steadily declining. Nevertheless, it is quite certain that there will always be found a certain number of Mahomedan students who will be attracted to the Madrassa only on the condition that a complete course of Arabic law and literature is offered to them. It is not that all of them, or

indeed anything beyond a small proportion, are likely to become *moollahs* or *kazis*. Important and indispensable as these functionaries are in Mahomedan society, their numbers must necessarily be strictly limited. The great majority of Oriental students in the Madrassa desire to learn Arabic for its own sake, on traditional or social grounds which need no detailed elaboration. It is in the interests of this large class of students that the following observations are made. The students in question, anxious as they are to learn the Arabic course in its integrity, are nevertheless men who have in most cases to find employment and make their own living; and for that their madrassa training affords them no help whatever. It therefore appears desirable to add to the Oriental course such elements of a different kind of learning as may qualify the students to conduct the business transactions of ordinary life. I would introduce into the madrassa course Bengali and arithmetic (the arithmetic to be taught with Bengali or English, not with Arabic, numerals), and I would make these subjects compulsory on all. It might be a further question whether English should not be introduced; but this cannot be considered, as the others must be, a necessary part of instruction; and in any case, if introduced, large exceptions should be allowed. In making the foregoing suggestions I have the support of a Mahomedan gentleman who for many years past has taken a leading part in all questions relating to the education of his community; and he has made himself responsible for the statement that there is not a single Mahomedan amlah in the Revenue Establishments of Government offices, for the simple reason that arithmetic as used in those offices has not formed a part of Mahomedan education. This seems to me to be a fact of remarkable significance, and to go far to justify the suggestions that I have made. At the same time it would be none the less necessary to maintain in full integrity the high standard of the Calcutta Madrassa in its own province of Arabic learning, and with that object to secure from time to time, as opportunities occur, the services of maulavis of high renown throughout India; and this is being done. Under that condition only will it be possible to introduce with effect the changes indicated above. Before any action is taken, however, all these points will receive thorough discussion. It may be added that the considerations here put forward apply with equal force to all other madrassas and not to Calcutta only.

13. *Dacca Madrassa.*—The number of students on the 31st March was 350 against 338 of last year; 161 in the Arabic and 189 in the English department. All the districts comprised in the Dacca Division are represented in the madrassa. Thirty-one candidates presented themselves at the central examination, and 17 passed, against 19 out of 30 in the preceding year; 6 in the first division, 4 in the second, and 7 in the third.

The English Department of the madrassa is a complete high school, with a very moderate establishment. Ten candidates went up for the Entrance examination, and 5 passed, 2 in the first division and 3 in the second; against only one of last year.

The income from fees was Rs. 2,111 against Rs 2,027 of last year; and the expenditure, including the boarding charges, was Rs. 13,410 against Rs. 12,648.

14. *Rajshahye Madrassa.*—Under the orders of Government dated the 23rd August 1883, the Rajshahye Madrassa was closed during the year under report. It has since been re-opened with a reduced establishment, and placed under the control of the Principal of the Rajshahye College, of which it now forms an Oriental department. The new buildings erected for the Madrassa in close proximity to the college are now used by both institutions jointly, and Government has on this account agreed to repay to the Mohsin Fund Rs. 20,000, or half the cost of the buildings.

15. *Chittagong Madrassa.*—The number of students on the 31st March was 497, against 382 in the previous year. The increase is chiefly confined to the three lowest classes.

Of 56 candidates at the central examination, 22 passed, against 21 of last year; 7 were placed in the first division, 5 in the second, and 10 in the third. The receipts from fees were Rs. 1,085 against Rs. 889 of last year, and the expenditure Rs. 8,964 against Rs. 8,687.

A few of the students learn English, and the question of establishing a regular English department, as at Dacca, is under consideration. His Honor

the Lieutenant-Governor visited the Madrassa during the year, and was satisfied with the working of the institution.

16. *Hooghly Madrassa.*—The number of students on the 31st March was 39, against 40 of the previous year; 26 in the senior and 13 in the junior department. The results of the last central and annual examinations were fairly satisfactory, although there was no third-year class, and consequently no fourth-year class in the current year.

Of 13 candidates at the central examination, 10 passed; 4 in the first division, 3 in the second, and 3 in the third, against a total of 9 of last year.

The receipts were Rs. 5,614, including the Mohsin grant of Rs. 5,496 and fees amounting to Rs. 118. The expenditure was Rs. 2,484 against Rs. 2,488.

17. *Joraghat Branch Madrassa.*—This institution is no longer classed as a madrassa. It is now a middle English school teaching Persian, Bengali, and English.

18. *Nawab of Moorshedabad's Madrassa.*—This is the title now given to the Nizamut College of former days. Though its charge was transferred to provincial revenues on the abolition of the Nizamut Fund, and it consequently passed under departmental management, yet the character of the institution remains much as it was before. The pupils are taught English and Persian, and it is proposed to teach the Entrance course hereafter. It is kept up for the benefit of the family of the Nawab and of such other students as may be admitted to the institution under his authority. There were 50 students on the 31st March, 49 of whom were Mahomedans, and 1 was a Hindu. The institution is under the superintendence of a European head-master, assisted by a staff of English and Oriental teachers. Of the total number of students, 18 are resident boarders, and the rest are day-scholars. The total cost of the school for the year under report was Rs. 17,711, the budget grant being Rs. 18,000. The whole cost was borne by Government. The Moorshedabad High School, which is under the same management and is also now maintained from Provincial revenues, is a high school of the ordinary type for Hindus and Mahomedans. It is classed under Government High Schools.

19. UNAIDED MADRASSAS.—Some of those returned last year have not now been returned; others have been rightly transferred to the head of private institutions, to which they more naturally belong. Thus the Madrassa Sultan-i-Oudh near Calcutta and the Madrassas at Bankipore, at Pataspore in Midnapore, and at Patuakhali in Backergunge have disappeared from the returns under this heading. The Beadon Madrassa at Balasore is a middle vernacular school which teaches Persian in addition to the ordinary course Only the two which follow have been returned under the head of unaided madrassas.

20. *Sitapore Madrassa.*—In accordance with the orders of Government dated the 23rd April 1879, the Sitapore Madrassa in the district of Hooghly was visited in January last by Maulavi Abdul Hai of the Calcutta Madrassa. There were 22 students on the rolls against the same number of last year. The number in attendance was 18. Of these, 18 were from the district of Hooghly, 3 from Jessore, and 1 from Backergunge. The result of the examination held was satisfactory.

21. *The Kanakha Madrassa* at Sasseram in the district of Shahabad is supported from the proceeds of an endowment made by the Emperor Farokh Shah. There were 111 students against 135 of last year. To the Oriental department, consisting of three Arabic and two Persian teachers, besides a Hafiz who teaches the proper intonation of the Koran when committed to memory, an English department has been added. There are apparently two factions, one in favour of a purely Oriental course of studies, and one in favour of an Anglo-Oriental course. The building referred to in the last report has been completed, and is in the occupation of the Madrassa.

A. W. CROFT,

Director of Public Instruction.

Reg. No. 4054J—550—17-1-85.

EDUCATION, GENERAL TABLE I.

Abstract return of Colleges, Schools, and Scholars in the Lower Provinces of Bengal at the end of the official year 1883-84.

(For details see General Table III).

Area and Population.				Public Institutions.							Private Institutions.		Grand Total.	Percentage of—	Remarks.
				University education.		School Education, General		School Education, Special.		Total of public institutions.					
Total Area in square miles.	Number of Towns* and Villages.	Population.		Arts colleges.	Professional colleges	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
165,775	Towns ... 232 Villages ... 259,686 Total ... 259,918	Males 33,917,217 Females 34,243,381 Total 68,160,598	Institutions — For Males...	23	11	2,017	63,723	22	62	65,858	1,647	916	68,421	Institutions to number of towns and villages. 26·32	
			Institutions — For Females	1	...	45	1,775	3	...	1,824	.....	12	1,836	·7	
			Total	24	11	2,062	65,498	25	62	67,682	1,647	928	70,257	27	
			Scholars — Males ...	2,821	947	158,293	1,133,361	1,056	3,156	1,299,634	14,565	10,062	1,324,261	Male scholars to male population of school-going age.† 26·02	
			Scholars — Females ..	5	...	4,352	63,231	151	8	67,747	145	456	68,348	Female scholars to female population of school-going age.† 1·33	
			Total ...	2,826	947	162.645	1,196,592	1,207	3,164	1,367,381	14,710	10,518	1,392,609	Total scholars to total population of school-going age. 13·62	

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants.
† The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION, GENERAL TABLE II.

Abstract return of Expenditure on Public Instruction in the Lower Provinces of Bengal for the official year 1883-84.

(For details see General Table IV.)

	Total Direct Expenditure on Public Instruction§.							Total Indirect Expenditure on Public Instruction§								Total expenditure on public instruction.	Remarks
	University Education.		School Education, General.		School Education, Special.		Total.	University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
	Arts colleges	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1. INSTITUTIONS ... For males ...	5,17,389	2,39,580	23,61,931	25,36,380	82,889	2,10,436	59,48,605	60,996	66,136	3,96,414	1,87,067	2,71,009	14,780	77,132	10,73,534	70,22,139	
„ females ...	3,508	.....	2,22,927	2,17,914	16,368	.....	4,60,717	...	...	.....	.....	.....	...	...	.....	4,60,717	
Total ...	5,20,897	2,39,580	25,84,858	27,54,294	99,257	2,10,436	64,09,322	60,996	66,136	3,96,414	1,87,067	2,71,009	14,780	77,132	10,73,534	74,82,856	
2. (a) Percentages* of provincial expenditure included in columns 2—17 to total provincial expenditure on public instruction.	9·78	7·34	21·25	22·80	2·57	4·66	68·40	...	2·25	13·39	5·75	7·46	·46	2·29	31·60	100·	
(b) Percentages* of local fund expenditure included in columns 2—17 to total local fund expenditure on public instruction.	.....	.....	.....	75·46	.....	... ..	75·46	...	...	14 56	1·78	2·81	...	5·39	24 54	100·	
(c) Percentages* of municipal expenditure included in columns 2—17 to total municipal expenditure on public instruction.	.....	.....	74·02	20·99	.....	·52	95·53	. .	...	·72	·45	1·94	·96	·40	4·47	100·	
(d) Percentages of total expenditure in columns 2—17 to total expenditure on public instruction.	6·96	3·20	34·54	36 81	1·33	2·81	85·65	81	·89	5·30	2·50	3·62	·20	1·03	14·35	100·	
3. AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.										
Departmental institutions. Cost to provincial revenues.	234 0 9	494 1 0	9 6 1	4 0 11	100 7 0	72 5 0	30 12 6										
Cost to local and municipal funds.	.....	.....	0 7 7	.....	.....	.....	0 6 4										
Total Cost ..	337 6 8	548 3 9	24 8 2	4 6 4	101 12 8	98 9 0	49 12 6										
Local fund schools‡ ... Cost to provincial revenues.	.....	.....	.....	.....	.....	.....	.....										
Cost to local funds ...	.....	.....	.....	. ....	... ..	.....	... ..										
Total Cost ...	.....	.....	.....	.....	.....	.....	.....										

Municipal schools‡ ...	Cost to provincial revenues.	.....			.....			0	8	0	.....			.....			.....			0	4	11
	Cost to municipal funds.	.....			.....			2	5	6	1	0	3	.....			20	4	3	1	15	2
	Total Cost ...	.....			.....			9	8	1	3	15	8	.....			20	4	3	7	7	4
Institutions in native states.	Cost to native state revenues.	.....			.....			.....			.....			.....			.....			.....		
	Cost to local and municipal funds.	.....			.....			.....			.....			.....			.....			.....		
	Total Cost ...	.....			.....			.....			.....			.....			.....			.....		
Aided institutions ...	Cost to provincial revenues.	26	9	4	.....			4	2	1	0	10	6	17	10	5	9	9	5	0	15	9
	Cost to local and municipal funds.	.....			.....			0	6	2	0	0	2	.....			0	7	5	0	0	8
	Total Cost ...	157	2	9	.....			16	7	10	2	9	6	63	10	2	35	0	10	3	14	10
Unaided institutions ...	Total Cost ...	10	0	5	.....			13	13	5	2	5	11	.....			71	1	8	6	10	6
All institutions ...	Cost to provincial revenues.	107	12	2	494	1	0	4	2	8	0	10	1	65	1	1	59	5	8	1	10	4
	Cost to local and municipal funds.	.....			.....			0	5	6	0	0	3	.....			0	2	6	0	0	11
	Total Cost ...	195	2	7	548	3	9	17	3	11	2	9	4	85	7	10	91	1	6	5	3	11

* The percentages required for 2(*a*), 2(*b*), 2(*c*) are calculated from the figures given in columns 6*a*, 6*b*, 6*c*, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

‡ The average cost of each pupil in local fund and municipal schools is obtained from the figures given in General Table VII.

§ Fractions of a rupee are omitted, except in the columns showing the average annual cost of educating each pupil.

Return of Colleges and Schools and of Scholars attending them

Class of Institutions.	Public Institutions.															
	Under Public Management.								Under Private Management.							
	Maintained by the Department.				Maintained by Municipal Boards.				Aided by the Department or by Municipal Boards.				Unaided.			
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
UNIVERSITY EDUCATION.																
Arts Colleges.																
English	13	1,211	1,134	1,008	.....	.....	.....	.....	5	713	835	674	6	902	700	557
Colleges or Departments of Colleges for Professional Training.																
Law	7	140	131	98	.....	.....	.....	.....	.....	.....	.....	.....	2	524	391	351
Medicine	1	117	162	157	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Engineering	1	166	144	130	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SECONDARY EDUCATION.																
High and Middle Schools.																
For boys—																
High schools ... English ...	51	15,309	14,378	11,714	2	558	520	404	125	18,264	16,893	13,441	66	19,367	17,632	14,448
Middle " ... English ...	8	1,174	1,063	855	1	283	291	239	532	35,707	32,396	25,358	124	7,013	6,317	5,026
Middle " ... Vernacular ...	182	10,315	9,273	7,166	5	737	708	517	845	45,661	42,588	32,971	76	4,991	4,558	3,666
For girls—																
High schools ... English ...	2	269	238	161	.....	.....	.....	.....	1	42	39	29	3	182	200	190
Middle " ... English ...	.....	.....	.....	.....	.....	.....	.....	.....	24	2,007	2,065	1,702	3	261	237	204
Middle " ... Vernacular ...	.....	...	.....	.....	.....	.....	.....	.....	11	479	465	377	1	28	26	20
Total Secondary Schools ...	243	27,065	24,952	19,896	8	1,578	1,519	1,160	1,538	102,160	94,446	73,878	273	31,842	28,970	23,554
PRIMARY EDUCATION.																
Primary Schools.																
For boys—																
Upper primary	20	655	600	378	28	780	748	328	2,360	87,180	79,550	64,008	62	2,434	2,202	1,727
Lower "	12	297	274	190	2	51	40	30	56,880	1,019,055	903,499	752,283	4,359	54,531	48,490	40,852
For girls—																
Upper primary	.....	.....	.....	.....	.....	.....	.....	.....	243	7,251	6,830	5,040	22	1,176	1,074	756
Lower "	.....	.....	.....	.....	4	168	163	111	1,449	21,908	19,830	15,425	57	1,106	1,007	747
Total Primary Schools ...	32	952	874	568	34	999	951	469	60,932	1,135,394	1,009,709	836,756	4,500	59,247	52,773	44,082
SPECIAL EDUCATION.																
Schools for Special Instruction.																
School of Art	1	139	106	83	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Training schools for masters	16	699	665	556	.....	.....	.....	.....	6	391	379	352	.....	.....	.....	.....
Ditto for mistresses	.....	.....	.....	.....	.....	.....	.....	.....	3	117	117	103	.....	.....	.....	.....
Medical schools	4	461	469	396	.....	.....	.....	.....	.....	.....	.....	.....	1	144	110	100
Surveying "	3	173	160	131	1	15	15	14	.....	.....	.....	.....	.....	.....	.....	.....
Industrial "	2	113	103	89	.....	.....	.....	.....	.....	.....	.....	.....	2	31	37	21
Madrasas	5	1,191	982	724	.....	.....	.....	.....	.....	.....	.....	.....	2	132	112	93
Other schools	1	61	59	55	.....	.....	.....	.....	39	676	129	77	1	28	28	24
Total Special Schools ...	32	2,837	2,544	2,034	1	15	15	14	48	1,184	625	532	6	335	287	238
Total Schools of Public Instruction ...	329	32,488	29,941	23,891	43	2,592	2,485	1,643	62,523	1,239,451	1,105,615	911,840	4,787	92,850	83,121	68,782

PRIVATE INSTITUTIONS ...
1. ADVANCED, TEACHING—
   (a) Arabic or Persian ... ...
   (b) Sanskrit ... ...
2. ELEMENTARY, TEACHING a Vernacular only or mainly ... For boys ... For girls ...
3. OTHER SCHOOLS not conforming to Departmental Standards... For boys ... For girls ...

Total ...

GRAND TOTAL ...

RAL TABLE III.

in the Lower Provinces of Bengal for the Official year 1883-84.

Grand Total of Public Institutions.	Grand Total of Scholars on the 31st of March.	Number of Scholars on the 31st of March, learning—			Classification of Scholars on the 31st of March according to Race or Creed.							Remarks.
		English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.			
18	19	20	21	22	23*a*	23*b*	23*c*	23*d*	23*e*	23*f*	23*g*	24
24	2,826	2,786	1,885*	.....	74	20	2,582	132	18			Five girls. *Exclusive of the numbers in the La Martiniere and Metropolitan Colleges, which furnished no returns.
9	664	664	.....	.....	5	4	625	2	2			
1	117	117	.....	.....	34	2	76	.....	5			
1	166	166	.....	.....	44	.....	114	2	6			
244	53,498	49,356	22,036	32,850	1,469	471	46,033	5,185	340	.....	.....	183 girls.
665	44,177	29,167	737	41,629	1,408	505	36,312	5,755	197	.....	.....	517 ,,
1,108	61,702	5,782	275	61,404	.....	143	53,076	8,238	245	.....	.....	764 ,,
6	493	121	16	297	183	55	198	1	56	.....	.....	18 boys.
27	2,268	170	232	415	1,870	280	117	1	.....	.....	.....	362 ,,
12	507	.....	.....	507	1	13	480	13	.....			
2,062	162,645	84,596	23,296	137,102	4,931	1,467	136,216	19,193	838			1,464 girls in boys' schools. 380 boys in girls' ,,
2,470	91,049	4,533	61	90,834	213	648	73,626	14,811	1,751	.....	.....	3,314 girls.
61,253	1,073,934	270	76,018	1,057,816	31	1,765	706,459	344,183	21,496	.....	.....	29,357 ,,
265	8,427	343	.....	7,910	427	733	7,130	86	51	.....	.....	321 boys.
1,510	23,182	8	292	23,054	57	855	17,923	4,103	244	.....	.....	728 ,,
65,498	1,196,592	5,154	76,371	1,179,614	728	4,001	805,138	363,183	23,542			32,671 girls in boys' schools. 1,049 boys in girls' ,,
1	139	.....	.....	.....	2	1	134	2	.....	.....	.....	
22	1,090	110	439	1,075	.....	307	611	67	105	.....	.....	34 girls.
3	117	.....	.....	77	7	110	.....	.....	.....	.....	.....	
5	605	.....	.....	605	.....	3	474	126	2	.....	.....	
4	148	44	.....	144	.....	17	154	17	.....	.....	.....	
4	144	.....	.....	116	.....	28	73	43	.....	.....	.....	
7	1,323	340	1,323	.....	.....	.....	.....	1,322	1	.....	.....	8 ,,
41	765	13	91	683	.....	.....	202	12	551	.....	.....	
87	4,371	507	1,853	2,700	9	466	1,648	1,589	659			42 girls.
67,682	1,367,381	93,990	103,405	1,319,416	5,825	5,960	946,399	384,127	25,070			34,182 girls in boys' schools. 1,429 boys in girls' ,,
706	7,018	38	6,724	291	.....	4	1,021	5,993	.....	.....	.....	145 girls.
941	7,692	.....	7,632	91	.....	.....	7,679	.....	13	.....	.....	
807	9,090	.....	.....	9,090	.....	1,281	6,561	1,011	237	.....	.....	123 ,,
9	302	.....	.....	302	.....	212	.....	90	.....	.....	.....	7 boys.
109	1,089	21	790	311	.....	.....	265	745	79	.....	.....	1 girl.
3	37	.....	37	.....	.....	.....	.....	37	.....	.....	.....	
2,575	25,228	59	15,183	10,085	.....	1,497	15,526	7,876	329	.....	.....	269 girls in boys' schools. 7 boys in girls' ,,
70,257	1,392,609	94,049	118,588	1,329,501	5,825	7,457	961,925	392,003	25,399			34,451 girls in boys' schools. 1,436 boys in girls' ,,

EUCATION, GENERAL

Return of Expenditure on Public Instruction in the

PUBLIC INSTITUTIONS.

Objects of Expenditure.	Under Public Management. Maintained by the Department. Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Maintained by Municipal Boards. Provincial revenues	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2a	2b	2c	2d	2e	2f	2	3a	3b	3c	3d	3e	3f	3
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.														
Arts Colleges.														
English	2,65,413	.....	.....	98,800	.....	18,422	3,82,635	.....	.....	.....	.....	.....	.....	.....
Colleges or Departments of Colleges for Professional Training.														
Law	17,019	.....	.....	9,455	.....	868	27,342	.....	.....	.....	.....	.....	.....	.....
Medicine	1,46,110	.....	.....	8,129	.....	.....	1,54,239	.....	.....	.....	.....	.....	.....	.....
Engineering	52,778	.....	.....	5,221	.....	.....	57,999	.....	.....	.....	.....	.....	.....	.....
Secondary Education.														
High and Middle Schools.														
For boys—														
High schools ... English ...	1,42,432	.....	9,673	2,88,704	4,704	15,987	4,61,500	313	.....	971	5,922	.....	3	7,209
Middle ditto ... English ...	24,570	.....	660	23,127	120	260	48,677	.....	.....	345	1,213	.....	.....	1,558
Middle ditto ... Vernacular ...	50,345	.....	1,680	22,360	5,454	251	80,090	451	.....	2,252	2,912	60	.....	5,675
For girls—														
High schools ... English ...	16,830	.....	.....	3,563	957	.....	21,350	.....	.....	.....	.....	.....	.....	.....
Middle ditto ... English ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middle ditto ... Vernacular ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total Secondary Schools ...	2,34,177	.....	11,953	3,37,754	11,235	16,498	6,11,617	764	.....	3,568	10,047	60	3	14,442
Primary Education.														
Primary Schools (Vernacular).														
For boys –														
Upper primary	2,312	.....	.....	150	4	.....	2,466	.....	2,301	90	129	330	.....	2,850
Lower ditto	1,235	.....	.....	113	23	5	1,376	.....	.....	60	58	.....	.....	118
For girls—														
Upper primary	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lower ditto	.....	.....	.....	.....	.....	.....	.....	.....	.....	820	.....	.....	.....	820
Total Primary Schools ...	3,547	.....	.....	263	27	5	3,842	.....	2,301	970	187	330	.....	3,788
Special Education.														
Schools for special Instruction.														
School of Art	15,306	.....	.....	2,803	.....	.....	18,109	.....	.....	.....	.....	.....	.....	.....
Training schools for Masters	66,792	.....	.....	734	.....	166	67,692	.....	.....	.....	.....	.....	.....	.....
Ditto for Mistresses ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Medical schools	81,600	.....	.....	9,960	.....	247	91,807	.....	.....	.....	.....	.....	.....	.....
Surveying schools	7,506	.....	.....	1,412	.....	.....	8,918	.....	.....	304	.....	.....	.....	304
Industrial schools	1,740	.....	.....	.....	.....	.....	1,740	.....	.....	.....	.....	.....	.....	.....
Madrasas	29,175	.....	.....	4,587	.....	30,290	64,052	.....	.....	.....	.....	.....	.....	.....
Other schools	553	.....	.....	.....	.....	24	577	.....	.....	.....	.....	.....	.....	.....
Total Special Schools ...	2,02,672	.....	.....	19,496	.....	30,727	2,52,895	.....	.....	304	.....	.....	.....	304
University	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Direction	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Inspection	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scholarships held in ... Arts colleges	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scholarships held in ... Professional colleges ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scholarships held in ... Secondary schools ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scholarships held in ... Primary schools ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Scholarships held in ... Special schools other than training schools	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Buildings	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Furniture and apparatus (special grants only)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Miscellaneous	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total Expenditure on Public Instruction	9,21,716	.....	11,953	4,79,118	11,262	66,520	14,90,569	764	2,301	4,842	10,234	390	3	18,534

TABLE IV.

Lower Provinces of Bengal for the official year 1883-84.

Under Private Management.											Total Expenditure from						
Aided by the Department or by Municipal Boards.							Unaided.										
Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	Local rates or cesses.	Municipal funds.	Fees.	All other sources.	Grand Total.	Remarks.
4a	4b	4c	4d	4e	4f	4	5a	5b	5c	5	6a	6b	6c	6d	6e	6	7
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
22,200	...	...	41,302	23,688	44,052	1,31,242	*520	.....	*6,500	*7,020	2,87,613	...	...	1,40,622	92,662	5,20,897	* Exclusive of expenditure in the La Martiniere, Metropolitan, City and Albert Colleges, which furnished no returns.
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	17,019	...	...	9,455	868	27,342	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	1,46,110	...	...	8,129	.....	1,54,239	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	52,778	...	...	5,221	.....	57,999	
92,839	...	17,484	3,19,282	83,589	35,490	5,48,684	2,15,130	41,835	46,687	3,03,652	2,35,584	...	28,128	8,29,038	2,28,295	13,21,045	
1,49,755	...	12,964	1,58,607	1,61,370	26,676	5,09,372	16,145	26,985	9,418	52,548	1,74,325	...	13,909	1,99,092	2,24,829	6,12,155	
1,11,751	...	5,837	1,09,589	87,085	3,900	3,18,162	8,039	8,886	7,879	24,804	1,62,547	...	9,769	1,42,900	1,13,515	4,28,731	
2,960	...	...	1,778	2,258	.....	6,996	.....	.....	.....	.....	19,790	...	...	5,341	3,215	28,346	
30,965	...	180	95,124	17,271	26,421	1,69,961	10,736	7,334	1,740	19,810	30,965	...	180	1,05,860	52,766	1,89,771	
2,027	.	269	83	2,290	17	4,686	44	80	.....	124	2,027	...	269	127	2,387	4,810	
3,90,297	...	36,734	6,84,463	3,53,863	92,504	15,57,861	2,50,094	85,120	65,724	4,00,938	6,25,238	...	52,255	12,82,358	6,25,007	25,84,858	
1,39,637	...	3,307	1,01,176	37,146	22,189	3,03,455	3,225	1,580	3,541	8,346	1,41,949	2,301	3,397	1,04,680	64,790	3,17,117	
4,61,539	244	6,596	13,16,397	1,56,024	1,74,860	21,15,660	79,813	11,147	11,149	102,109	4,62,774	244	6,656	13,96,381	3,53,208	22,19,263	
40,405	...	2,221	9,396	82,604	14,211	1,48,837	476	10,274	1,765	12,515	40,405	...	2,221	9,872	1,08,854	1,61,352	
25,749	...	1,728	4,826	16,970	4,105	53,378	168	2,084	112	2,364	25,749	...	2,548	4,994	23,271	56,562	
6,67,330	244	13,852	14,31,795	2,92,744	2,15,365	26,21,330	83,682	25,085	16,567	1,25,334	6,70,877	2,545	14,822	15,15,927	5,50,123	27,54,294	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	15,306	...	...	2,803	.....	18,109	
4,116	...	...	353	10,728	.....	15,197	.....	.....	.....	.....	70,908	...	...	1,087	10,894	82,889	
4,640	...	...	2,232	9,496	.....	16,368	.....	.....	.....	.....	4,640	...	...	2,232	9,496	16,368	
.....	...	...	.....	.....	.....	.....	1,200	.....	.....	1,200	81,600	...	...	11,160	247	93,007	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	7,506	...	304	1,412	.....	9,222	
.....	...	...	.....	.....	.....	.....	18	120	485	623	1,740	...	...	18	605	2,363	
.....	...	...	.....	.....	.....	.....	.....	.....	17,610	17,610	29,175	...	...	4,587	47,900	81,662	
1,237	...	60	240	2,714	271	4,522	.....	.....	974	974	1,790	...	60	240	3,983	6,073	
9,993	...	60	2,825	22,938	271	36,087	1,218	120	19,069	20,407	2,12,665	...	364	23,539	73,125	3,09,693	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	60,996	.....	60,996	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	66,136	...	...	.....	.....	66,136	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	3,94,008	491	511	.....	1,404	3,96,414	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	74,000	...	...	.....	14,238	88,239	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	18,977	...	...	.....	1,686	20,663	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	68,419	60	121	.....	1,448	70,048	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	3,007	...	198	.....	224	3,429	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	4,637	...	...	.....	51	4,688	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	2,19,479	95	1,368	.....	50,067	2,71,009	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	13,362	...	677	.....	741	14,780	
.....	...	...	.....	.....	.....	.....	.....	.....	.....	.....	67,426	182	282	732	8,510	77,132	
10,89,820	244	50,646	21,60 385	6,93,233	3,52,192	43,46,520	3,35,514	1,10,325	1,07,860	5,53,699	29,41,752	3,373	70,598	30,46,979	14,20,154	74,82,856	

EDUCATION, GENERAL TABLE V.

Return of the Stages of instruction of Pupils in Public Schools for General Education in the Lower Provinces of Bengal for the official year 1883-84.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the middle stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the upper primary stage, but have not passed beyond the middle stage. 2			Upper Primary Stage. Comprising all pupils who have passed beyond the lower primary stage, but have not passed beyond the upper primary stage. 3			Lower Primary Stage. Comprising all pupils who have not passed beyond the lower primary stage. Reading printed books. 4			Lower Primary Stage. Comprising all pupils who have not passed beyond the lower primary stage. Not reading printed books. 5			Total.		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
Secondary Schools.																					
Boys' Schools.																					
High English ... Government ...	53	15,867	4,153	... ..	4,153	5,561	.....	5,561	3,543	.....	3,543	2,417	.....	2,417	193	.....	193	15,867	.....	15,867
High English ... Aided ...	125	18,264	3,191	7	3,198	5,381	23	5,404	4,935	56	4,991	4,254	46	4,300	341	30	371	18,102	162	18,264
High English ... Unaided ...	66	19,367	4,514	.....	4,514	6,162	2	6,164	4,886	7	4,893	3,300	6	3,306	484	6	490	19,346	21	19,367
Middle English ... Government ...	9	1,457	.....	.....	.....	422	10	432	406	12	418	436	14	450	153	4	157	1,417	40	1,457
Middle English ... Aided ...	532	35,707	.....	.....	.....	6,440	30	6,470	10,549	72	10,621	14,730	181	14,911	3,572	133	3,705	35,291	416	35,707
Middle English ... Unaided ...	124	7,013	.....	.....	.....	1,034	.....	1,034	1,654	1	1,655	3,136	34	3,170	1,127	27	1,154	6,951	62	7,013
Middle Vernacular ... Government ...	187	11,050	.....	.....	.....	1,838	.....	1,838	2,792	3	2,795	4,245	24	4,269	2,125	23	2,148	11,000	50	11,050
Middle Vernacular ... Aided ...	845	45,661	19	.....	19	6,860	.....	6,860	10,980	44	11,024	19,394	321	19,715	7,754	289	8,043	45,007	654	45,661
Middle Vernacular ... Unaided ...	76	4,991	... ..	.....	.. ...	517	.....	517	1,093	9	1,102	2,137	33	2,170	1,185	17	1,202	4,932	59	4,991
Total ...	2,017	159,377	11,877	7	11,884	34,215	65	34,280	40,838	204	41,042	54,049	659	54,708	16,934	529	17,463	157,913	1,464	159,377
Girls' Schools.																					
High English ... Government ...	2	269	.....	18	18	.....	24	24	.....	37	37	.....	89	89	.....	101	101	.....	269	269
High English ... Aided ...	1	42	.....	4	4	.....	6	6	.....	22	22	.....	10	10	.....	.....	.....	.....	42	42
High English ... Unaided ...	3	182	.....	16	16	.....	64	64	2	39	41	11	36	47	5	9	14	18	164	182
Middle English ... Government ...	... .	.....	.....	.....	.....	. ...	.....	.....	.. ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middle English ... Aided ...	24	2,007	.....	6	6	14	252	266	40	464	504	97	565	662	141	428	569	292	1,715	2,007
Middle English ... Unaided ...	3	261	.....	.....	.....	4	27	31	24	59	83	11	54	65	31	51	82	70	191	261
Middle Vernacular ... Government ...	.....	.....	.....	.....	.....	.....	.....	... ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	... ..
Middle Vernacular ... Aided ...	11	479	.....	.....	.....	.....	15	15	... ..	56	56	.....	308	308	.....	100	100	.....	479	479
Middle Vernacular ... Unaided ...	1	28	.....	.....	.....	.....	.....	.....	.....	6	6	.....	17	17	.....	5	5	.....	28	28
Total ...	45	3,268	.....	44	44	18	388	406	66	683	749	119	1,079	1,198	177	694	871	380	2,888	3,268
Total Secondary Schools ...	2,062	162,645	11,877	51	11,928	34,233	453	34,686	40,904	887	41,791	54,168	1,738	55,906	17,111	1,223	18,334	158,293	4,352	162,645
Primary Schools.																					
For Boys.																					
Upper Primary ... Government ...	48	1,435	.....	.....	.....	8	.....	8	218	.....	218	584	24	608	553	48	601	1,363	72	1,435
Upper Primary ... Aided ...	2,360	87,180	.....	.....	.....	431	1	432	14,508	89	14,597	41,753	1,312	43,065	27,304	1,782	29,086	83,996	3,184	87,180
Upper Primary ... Unaided ...	62	2,434	.....	.....	.....	3	.....	3	529	12	541	1,277	31	1,308	567	15	582	2,376	58	2,434
Lower Primary ... Government ...	14	348	.....	.....	.....	.....	.....	.....	14	. ...	14	195	8	203	127	4	131	336	12	348
Lower Primary ... Aided ...	56,880	1,019,055	.....	.....	.....	17	.....	17	11,338	131	11,469	500,992	10,356	511,348	478,251	17,970	496,221	990,598	28,457	1,019,055
Lower Primary ... Unaided ...	4,359	54,531	.....	.. ...	.....	.....	... ..	.....	55	.....	55	21,621	250	21,871	31,967	638	32,605	53,643	888	54,531
Total ...	63,723	1,164,983	.. ...	.....	.....	459	1	460	26,662	232	26,894	566,422	11,981	578,403	538,769	20,457	559,226	1,132,312	32,671	1,164,983
For Girls.																					
Upper Primary ... Government ...	.....	.....	.....	.....	.....	.....	.....	... ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Upper Primary ... Aided ...	243	7,251	.....	.....	.....	... ..	112	112	29	1,219	1,248	75	3,305	3,380	62	2,449	2,511	166	7,085	7,251
Upper Primary ... Unaided ...	22	1,176	.....	.....	.....	.....	12	12	25	153	178	37	439	476	39	471	510	101	1,075	1,176
Lower Primary ... Government ...	4	168	.....	.....	.....	... ..	.....	.....	.....	.....	.....	.....	125	125	.....	43	43	.....	168	168
Lower Primary ... Aided ...	1,449	21,908	.....	.....	.....	.....	... .	.....	2	111	113	333	9,829	10,162	446	11,187	11,633	781	21,127	21,908
Lower Primary ... Unaided ...	57	1,106	.....	.....	.....	.....	.....	.....	.....	5	5	.....	461	461	1	639	640	1	1,105	1,106
Total ...	1,775	31,609	.....	.....	.....	.....	124	124	56	1,488	1,544	445	14,159	14,604	548	14,789	15,337	1,049	30,560	31,609
Total Primary Schools ...	65,498	1,196,592	.....	.....	.....	459	125	584	26,718	1,720	28,438	566,867	26,140	593,007	539,317	35,246	574,563	1,133,361	63,231	1,196,592
GRAND TOTAL ...	67,560	1,359,237	11,877	51	11,928	34,692	578	35,270	67,622	2,607	70,229	621,035	27,878	648,913	556,428	36,469	592,897	1,291,654	67,583	1,359,237

I.—For the purposes of this return schools maintained by municipal boards are included under Government schools.
II. Mixed schools are entered as boys' schools or girls' schools according as the number of boys or of girls is greater.

EDUCATION, GENERAL TABLE VI.

Return showing the results of Prescribed Examination in the Lower Provinces of Bengal for the official year 1883-84.

Nature of Examination.	Number of institutions sending examinees.				Number of examinees.					Number passed.					Race or creed of passed scholars.				
	Government institutions.	Aided institutions.	Other institutions.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private students.	Total.	Government institutions.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e
Arts Colleges—																			
1. Master of Arts	5	3	1	9	39	26	6	5	76	31	18	5	3	57	...	4	48	1	4
2. Bachelor of Arts	7	3	1	11	176	150	74	41	441	89	72	34	10	205	3	3	170	12	17
3. First Examination in Arts ...	12	7	6	25	507	442	280	51	1,280	260	194	127	14	595	10	6	526	21	32
Colleges for Professional Training—																			
Law—																			
1. Doctor-of-law	1	.....	...	1	1	.....	...	...	1	1	.....	...	...	1	...	...	1	...	...
2. Bachelor-of-law	6	.....	2	8	48	.....	44	...	92	23	.....	28	...	51	...	...	44	...	7
Medicine—																			
1. M. B.	1	.....	...	1	21	.....	...	...	21	9	.....	...	...	9	...	2	7	...	...
2. L. M. S.	1	.....	...	1	7	.....	...	...	7	1	.....	...	...	1	...	...	1	...	...
3. First M. B.	1	.....	...	1	38	.....	...	...	38	21	.....	...	...	21	...	1	20	...	...
3. First L. M. S.	1	.....	...	1	4	.....	...	...	4	...	.....	...	...	.....	...	...	.....	...	...
Engineering—																			
1. B. C. E.	1	.....	...	1	2	.....	...	...	2	2	.....	...	...	2	...	...	2	...	...
2. L. C. E.	1	.....	...	1	18	.....	...	...	18	3	.....	...	...	3	2	...	1	...	...
3. First Examination in Engineering.	1	.....	...	1	5	.....	...	...	5	1	.....	...	...	1	...	1	.....	...	...
Schools for General Education—																			
Matriculation ... ... Boys ...	*52	*104	*56	*212	*881	529	875	75	2,360	538	277	426	24	1,265	...	...	.....	...	...
Matriculation ... ... Girls ...	1	.....	...	1	1	.....	...	...	1	...	.....	...	...	.....	...	...	.....	...	...
Middle English Scholarship Examination. Boys ...	6	311	20	337	28	789	58	60	935	21	384	31	17	(a)453	...	14	422	17	...
Middle English Scholarship Examination. Girls ...	1	.....	...	1	5	.....	...	...	5	2	.....	...	...	2	...	...	2	...	...
Middle Vernacular Scholarship Examination. Boys ...	143	673	55	871	585	1,992	138	1,005	3,720	320	999	52	150	(b)1,521*	...	104	1,299	113	5
Middle Vernacular Scholarship Examination. Girls ...	...	1	...	1	...	2	...	...	2	...	1	...	...	1	...	...	1	...	...
Upper Primary Scholarship Examination. Boys ...	26	1,403	36	1,465	71	3,483	86	315	3,955	49	1,736	43	117	1,945	...	3	1,780	144	18
Upper Primary Scholarship Examination. Girls ...	...	8	...	8	...	10	...	...	10	...	6	...	...	6	...	...	6	...	...
Lower Primary Scholarship Examination. Boys ...	4	10,733	242	10,979	8	39,266	726	706	40,706	7	19,447	279	278	20,011	...	4	16,840	2,982	185
Lower Primary Scholarship Examination. Girls ...	...	111	2	113	...	274	8	1	283	...	189	4	1	194	...	7	183	4	...
Girls' Scholarship Examination, held by the Hitakari Sabha of Uttarpara.	...	48	1	49	...	102	2	1	105	...	78	2	...	80	...	...	80	...	...

* For native boys only.
(a) Excluding 28 boys who passed the Middle English Examination from Vernacular Schools.
(b) Ditto 465 boys who passed the Vernacular Examination from 234 Middle English Schools and 45 boys from the Vernacular Department attached four High English Schools.

Subsidiary Table I.

Return of the Caste and Creed of pupils at the Colleges and Schools in the Lower Provinces of Bengal for the year 18

Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on the 31st March.	Hindus. (1).—Brahmans, Rajputs, Kayasths, and Babhans.	Hindus. (2).—Navasakhs.	Hindus. (3).—Sonarbanias, Carpenters, Goldsmiths, and other intermediate castes.	Hindus. (4).—Chamars, Domes, Haris, Bagdis, Pods, &c.	Hindus. Total.	Mussulmans.	Christians. Europeans and Eurasians.	Christians. Native Christians.	Christians. Total.	Other (Aboriginal races, Buddhists, Parsis, &c., &c.)
University Education—												
Arts Colleges—												
Government	13	1,211	1,012	45	43	1	1,101	102	1	4	5	3
Aided	5	713	459	113	50	.....	622	26	47	16	63	2
Unaided	6	902	716	83	60	.....	859	4	26	.....	26	13
Colleges or Departments of Colleges for Professional Training—												
Law ... ... Government	7	140	111	6	7	.....	124	14	1	1	2	.....
Law ... ... Unaided	2	524	438	35	28	.....	501	14	4	3	7	2
Medicine ... ... Government	1	117	59	6	11	.....	76	.....	34	2	36	5
Engineering ... ... Ditto		166	82	27	5	.....	114	2	44	.....	44	6
Schools for General Education—												
For Boys—												
High English ... Government	53	15,867	10,710	963	1,148	39	12,860	2,713	19	102	121	173
High English ... Aided	125	18,264	11,458	2,511	1,469	106	(a)15,588	1,173	1,351	85	1,436	67
High English ... Unaided	66	19,367	11,626	3,102	2,765	76	(b)17,585	1,299	99	284	383	100
Middle English ... Government	9	1,457	340	88	135	15	578	690	97	1	98	91
Middle English ... Aided	532	35,707	20,223	4,894	4,245	341	29,703	4,132	1,311	473	1,784	88
Middle English ... Unaided	124	7,013	3,884	1,187	896	64	6,031	933	.....	31	31	18
Middle Vernacular Government	187	11,050	5,162	1,693	2,338	190	9,383	1,520	.....	6	6	141
Middle Vernacular Aided	845	45,661	22,622	8,202	7,537	954	39,315	6,117	.....	137	137	92
Middle Vernacular Unaided	76	4,991	2,370	760	1,169	79	4,378	601	.....	.....	.....	12
Upper Primary ... Government	48	1,435	226	450	308	61	1,045	34	.....	.....	.....	356
Upper Primary ... Aided	2,360	87,180	29,743	17,080	20,163	3,435	(c)70,432	14,567	162	648	810	1,371
Upper Primary ... Unaided	62	2,434	1,073	620	367	89	2,149	210	51	.....	51	24
Lower Primary ... Government	14	348	35	13	20	34	102	77	.....	.....	.....	169
Lower Primary ... Aided	56,880	1,019,055	230,739	190,753	195,804	49,835	667,131	330,408	31	1,576	1,607	19,909
Lower Primary ... Unaided	4,359	54,531	12,949	13,210	11,451	1,616	39,226	13,698	.....	189	189	1,418
For Girls—												
High English ... Government	2	269	82	13	98	.....	193	1	3	16	19	56
High English ... Aided	1	42	1	.....	.....	.....	1	.....	2	39	41	.....
High English ... Unaided	3	182	.....	.....	.....	.....	(d)4	.....	178	.....	178	.....
Middle English ... Government	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middle English ... Aided	24	2,067	79	23	14	.....	(e)117	1	1,609	280	1,889	.....
Middle English ... Unaided	3	261	.....	.....	.....	.....	.....	.....	261	.....	261	.....
Middle Vernacular Government	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Middle Vernacular Aided	11	479	420	12	18	2	452	13	1	13	14	.....
Middle Vernacular Unaided	1	28	26	1	1	.....	28	.....	.....	.....	.....	.....
Upper Primary ... Government	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Upper Primary ... Aided	243	7,251	3,704	1,271	1,096	176	6,247	83	178	729	907	14
Upper Primary ... Unaided	22	1,176	483	227	161	5	(f)883	3	249	4	253	37
Lower Primary ... Government	4	168	15	52	30	16	113	3	.....	52	52	.....
Lower Primary ... Aided	1,449	21,908	9,036	3,697	3,638	567	16,938	4,011	41	734	775	184
Lower Primary ... Unaided	57	1,106	423	196	202	51	872	89	16	69	85	60
Schools for Special Education—												
School of Art ... Government	1	139	78	37	19	.....	134	2	2	1	3	.....
Training Schools for Masters ... ... Government	16	699	444	67	60	29	600	67	.....	11	11	21
Training Schools for Masters ... ... Aided	6	391	1	1	9	.....	11	.....	.....	296	296	84
Training Schools for Mistresses ... Aided	3	117	.....	.....	.....	.....	.....	.....	7	110	117	.....
Medical Schools ... Government	4	461	287	30	14	1	332	124	.....	3	3	2
Medical Schools ... Unaided	1	144	141	1	.....	.....	142	2	.....	.....	.....	.....
Surveying Schools... Government	4	188	129	20	4	1	154	17	.....	17	17	.....
Industrial Schools Government	2	113	19	.....	48	2	69	16	.....	28	28	.....
Industrial Schools Unaided	2	31	1	.....	.....	3	4	27	.....	.....	.....	.....
Madrasahs ... ... Government	5	1,191	.....	.....	.....	.....	.....	1,190	.....	.....	.....	1
Madrasahs ... ... Unaided	2	132	.....	.....	.....	.....	.....	132	.....	.....	.....	.....
Other Schools ... Government	1	61	7	.....	10	32	49	12	.....	.....	.....	.....
Other Schools ... Aided	39	676	100	9	13	3	125	.....	.....	.....	.....	551
Other Schools ... Unaided	1	28	28	.....	.....	.....	28	.....	.....	.....	.....	.....
Private Institutions—												
Advanced, teaching—												
(a) Sanskrit	941	7,692	7,586	70	23	.....	7,679	.....	.....	.....	.....	13
(b) Arabic or Persian	706	7,018	820	21	175	5	1,021	5,993	.....	4	4	.....
Elementary, teaching a Vernacular only or mainly	816	9,392	3,748	445	1,941	427	6,561	1,101	.....	1,493	1,493	237
Other private schools	112	1,126	152	44	65	4	265	782	.....	.....	.....	79
Total ...	70,257	1,392,609	393,847	252,078	257,658	58,259	(g)961,925	392,003	5,825	7,457	13,282	25,399

(a) Distribution of 44 pupils not given in the school Returns.
(b) Ditto 16 ditto ditto.
(c) Ditto 11 ditto ditto.
(d) Ditto 4 ditto ditto.
(e) Ditto 1 ditto ditto.
(f) Ditto 7 ditto ditto.
(g) Ditto 3 ditto ditto.

SUBSIDIARY TABLE II.

of Occupation of Parents or Guardians of pupils at the Colleges and Schools in the Lower Provinces of Bengal during the year 1883-84.

ss of Institutions.	Number of Institutions.	Number of pupils on the rolls on the 31st March.	Richer classes of society (yearly income above Rs. 5,000).	Middle classes of society (Yearly income from Rs. 200 to Rs. 5,000).						Poorer classes of society (Yearly income not exceeding Rs. 200).							Grand Total.
				Government service.	Private service.	Estates.	Professions.	Trades.	Total.	Service.	Agriculture.	Trades.	Skilled labour.	Common labour.	Miscellaneous.	Total.	
Education—																	
... ...	13	1,211	286	268	176	290	118	46	898	24	7	4	...	1	41	77	1,211
... ...	5	713	58	171	177	116	70	106	640	10	...	2	...	...	3	15	713
... ...	6	902	81	210	221	79	82	48	640	98	21	28	2	...	6	155	876(a)
partments of Colleges for Pro-aining—																	
... ... Government	7	140	13	41	33	33	13	4	124	1	...	...	...	...	2	3	140
... ... Unaided	2	524	43	113	142	61	28	17	361	96	...	15	...	...	9	120	524
... ... Government	1	117	6	30	28	5	23	21	107	...	...	...	...	...	4	4	117
... ... Ditto	1	166	8	58	42	25	8	9	142	8	4	3	...	...	1	16	166
eneral Education—																	
n ... Government	53	15,867	1,457	3,796	1,971	2,823	1,963	1,000	11,553	1,050	777	385	116	61	518	2,857	15,867
n ... Aided	125	18,264	844	2,299	3,374	2,672	1,783	1,636	11,764	1,812	1,512	815	248	225	973	5,585	18,193(b)
n ... Unaided	66	19,367	1,280	2,806	3,563	2,437	1,765	2,205	12,776	2,029	925	996	379	310	672	5,311	19,367
lish ... Government	9	1,457	51	241	122	211	124	199	897	172	115	75	27	45	75	509	1,457
lish ... Aided	532	35,707	832	2,105	5,132	4,565	2,523	2,993	17,318	4,671	6,239	2,602	786	932	2,242	17,472	35,622(c)
lish ... Unaided	124	7,013	223	452	887	891	281	505	3,016	1,119	1,254	639	172	176	414	3,774	7,013
nacular Government	187	11,050	154	430	710	1,446	585	779	3,950	1,512	2,986	1,194	387	311	556	6,946	11,050
nacular Aided	845	45,661	670	1,803	4,254	6,022	1,908	3,648	17,635	6,115	10,485	4,715	1,544	1,534	2,963	27,356	45,661
nacular Unaided	76	4,991	87	158	553	357	159	442	1,669	680	1,365	537	198	225	230	3,235	4,991
nary ... Government	48	1,435	...	7	26	16	2	44	95	63	870	235	28	120	24	1,340	1,435
nary ... Aided	2,360	87,180	562	910	3,076	7,582	1,704	4,475	17,747	8,781	37,161	10,779	4,043	4,211	3,874	68,849	87,158(d)
nary ... Unaided	62	2,434	33	84	159	270	57	180	750	231	798	239	74	141	117	1,600	2,383(e)
ary ... Government	14	348	...	2	8	14	...	12	36	25	252	13	...	14	8	312	348
ary ... Aided	56,880	1,019,055	2,871	4,074	18,473	50,489	13,255	36,276	122,567	65,791	588,398	96,695	41,534	59,125	42,074	893,617	1,019,055
ary ... Unaided	4,359	54,531	239	234	737	1,684	724	1,503	4,882	3,046	34,944	3,899	1,875	3,800	1,846	49,410	54,531
ish ... Government	2	269	35	46	11	17	29	105	208	5	7	7	...	7	...	26	269
ish ... Aided	1	42	...	4	1	2	25	...	32	...	...	...	...	...	10	10	42
ish ... Unaided	3	182	58	26	31	...	6	11	74	...	...	...	...	...	...	...	132(f)
glish ... Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
glish ... Aided	24	2,007	74	721	785	12	133	195	1,846	20	8	7	1	1	14	51	1,971(g)
glish ... Unaided	3	261	11	3	19	...	10	43	75	...	...	...	...	...	...	...	86(h)
nacular Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
nacular Aided	11	479	17	174	24	84	72	15	369	24	15	21	6	5	22	93	479
nacular Unaided	1	28	3	20	1	...	2	...	23	...	1	1	...	...	...	2	28
nary ... Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
nary ... Aided	243	7,251	182	1,214	1,154	487	638	882	4,375	624	319	522	138	312	657	2,572	7,129(
nary ... Unaided	22	1,176	23	185	334	101	122	162	904	28	27	65	48	23	11	202	1,129(k)
... Government	4	168	...	12	1	3	4	2	22	29	...	14	32	44	27	146	168
... Aided	1,449	21,908	212	599	1,331	1,876	727	1,187	5,720	3,303	6,760	2,990	781	791	1,328	15,953	21,885(l)
... Unaided	57	1,106	11	54	90	105	51	48	348	108	333	138	40	62	66	747	1,106
cial Education—																	
... Government	1	139	...	26	40	17	9	21	113	2	...	8	4	2	10	26	139
ools for ... Government	16	699	...	23	44	74	13	20	174	164	222	36	17	8	78	525	699
ools for ... Aided	6	391	...	1	4	2	...	1	8	30	239	...	7	105	2	383	391
ools for ... Aided	3	117	...	15	5		9	2	32	17		11	13	8	32	85	117
ools ... Government	4	461	9	32	65	63	56	19	235	60	3	42	2	27	52	247	461
ools ... Unaided	1	144	...	...	13	8	13	...	34	47	...	...	...	...	63	110	144
ools Government	4	188	4	29	36	47	10	4	126	11	36	4	3	...	4	58	188
ools Government	2	113	...	...	...	...	...	...	.....	63	30	8	3	9	...	113	113
ools Unaided	2	31	1	...	2	2	...	2	6	18	4	...	2	...	...	24	31
... Government	5	1,191	37	43	76	451	179	59	808	38	61	37	8	4	198	346	1,191
... Unaided	2	132	...	...	...	21	...	...	21	47	28	7	2	27	...	111	132
... Government	1	61	1	...	...	...	...	...	.....	16	9	12	...	11	12	60	61
... Aided	39	676	...	9	8	10	2	5	34	20	116	190	9	100	207	42	676
... Unaided	1	28	...	...	...	5	...	...	5	...	8	...	...	15	...		28
tions—																	
ching—																	
rit	941	7,692	50	8	105	553	1,066	96	1,828	429	4,209	113	111	65	887	5,814	7,692
e or Persian	706	7,018	96	81	122	349	167	248	967	1,290	2,693	675	549	316	432	5,955	7,018
eaching a Vernacular only or	816	9,392	42	6	33	336	186	173	734	548	6,444	685	368	307	264	8,616	9,392
schools	112	1,126	25	...	12	39	14	26	91	143	513	53	124	141	36	1,010	1,126
Total ...	70,257	1,392,609	10,639	23,623	48,211	86,753	30,718	59,474	248,779	104,418	710,233	129,466	53,681	73,621	61,064	1,132,483	1,391,901(m)

(a) No returns of 26 pupils from La Martiniere.
(b) One school has 71 orphans.
(c) No returns of 85 pupils from the Kurji Institute.
(d) One school has 22 orphans.
(e) No returns from 51 pupils.
(f) Ditto for 50 ditto.
(h) One school has 126 orphans and no returns of 49 pupils from Bankipore Convent Boarding School.
(j) Fifty-nine orphans and no returns from 63 pupils.
(k) No returns from 47 pupils.
(l) Twenty-three orphans.
(m) No returns from 708 pupils.

Subsidiary Table III.

Return of Schools aided from the Grant-in-aid Allotment or the Circle Grant in the Lower Provinces of Bengal during the year 1883-84.

Class of Schools.	Number of schools.	Number of scholars.	Received from— Provincial revenues.	Municipal funds.	Local rates or cesses.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10
A.—Grant-in-aid Schools.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Schools ... For Masters	5	380	4,115	.....	.....	353	10,707	.....	15,175
Training Schools ... „ Mistresses	3	117	4,640	.....	.....	2,232	9,496	.....	16,368
For Boys ... ... High English	120	17,657	93,152	15,225	.....	3,16,049	80,277	35,359	5,40,062
For Boys ... ... Middle „	523	35,166	1,49,558	11,323	.....	1,56,389	1,61,032	26,537	5,04,839
For Boys ... ... „ vernacular ...	608	35,206	90,080	4,643	.....	92,779	82,856	3,033	2,73,391
For Boys ... ... Upper primary	109	4,775	14,488	347	.....	6,007	12,461	14,781	48,084
For Boys ... ... Lower „	205	7,919	6,051	.....	.....	12,756	7,378	2,044	28,229
Special School (Sanskrit)	1	53	367	.....	.....	.....	1,831	271	2,469
Music School	1	32	300	.....	.....	238	662	.....	1,200
For Girls ... ... High English	1	42	2,960	.....	.....	1,778	2,258	.....	6,996
For Girls ... ... Middle „	24	2,007	30,965	180	.....	95,124	17,271	26,421	1,69,961
For Girls ... ... „ vernacular ...	9	426	1,938	269	.....	83	2,324	17	4,631
For Girls ... ... Upper primary	215	6,293	40,053	1,536	.....	8,962	79,198	13,963	1,43,712
For Girls ... ... Lower „	89	2,389	8,163	473	.....	2,876	12,626	3,161	27,299
Total ...	4,913	112,462	4,46,830	33,996	.....	6,95,626	4,80,377	1,25,587	17,82,416
B.—Circle Schools.									
For Boys ... ... Middle vernacular ...	152	6,503	14,565	60	.....	10,060	1,862	358	26,905
For Boys ... ... Upper primary	168	6,405	13,534	324	.....	8,367	1,659	641	24,525
For Boys ... ... Lower „	50	1,704	3,040	.....	.....	1,526	282	120	4,968
For Girls ... ... Middle vernacular ...	.....	.....	.....	.....	.....	.....	.....	.....	.....
For Girls ... ... Upper primary	.....	.....	.....	.....	.....	.....	.....	.....	.....
For Girls ... ... Lower „	1	28	132	.....	.....	.....	.....	.....	132
Total ...	371	14,640	31,271	384	.....	19,953	3,803	1,119	56,530

Fractions of a rupee are omitted.

Class of Schools.	Number of schools.	Number of pupils on 31st March.	Amount paid in stipends.	Receiving other payments: Number of schools.	Number of pupils on 31st March.	Amount paid in stipends.	Amount paid in rewards after examination— To teachers.	To pupils.	Other payments— To teachers.	To pupils.	Total paid.	Total payments to stipendiary schools.
			Rs.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys ... Middle ...	11	442	641	55	2,647	2,674	557	59	816	8	4,114	4,755
For Boys ... Upper primary ...	516	18,529	23,347	1,289	46,749	61,636	8,640	960	6,415	130	77,781	1,01,128
For Boys ... Lower primary ...	880	25,601	23,249	3,993	114,503	91,829	19,421	1,482	9,870	586	1,23,188	1,46,437
For Girls ... Middle ...	2	53	83	.....	.....	.....	.....	.....	.....	.....	.....	83
For Girls ... Upper primary ...	13	290	480	1	10	12	14	.....	.....	.....	26	506
For Girls ... Lower primary ...	185	2,978	4,628	124	2,251	3,044	402	275	137	14	3,872	8,500
Total ...	1,607	47,893	52,428	5,462	166,160	1,59,195	29,034	2,776	17,238	738	2,08,981	2,61,409

(b).—NON-STIPENDIARY SCHOOLS.

Class of Schools.	Sending Pupils for Examination: Number of schools.	Number of pupils on 31st March.	Amount paid in rewards after examination— To teachers.	To pupils.	Other payments— To teachers.	To pupils.	Total paid.	Not sending Pupils for Examination: Number of schools.	Number of pupils on 31st March.	Payments— To teachers.	To pupils.	Total paid.	Total payments to non-stipendiary schools.
			Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.	Rs.	Rs.
For Boys ... Middle ...	31	1,071	557	40	99	.....	696	.....	.....	.....	.....	.....	696
For Boys ... Upper primary ...	7,166	149,706	48,134	3,939	2,809	432	55,314	1,069	15,355	1,033	.....	1,038	56,352
For Boys ... Lower primary ...	39,921	650,996	1,70,805	26,803	51,481	2,378	2,51,467	4,169	63,083	7,148	206	7,354	2,58,821
For Girls ... Middle ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
For Girls ... Upper primary ...	1	21	10	3	1	.....	14	1	39	8	.....	8	22
For Girls ... Lower primary ...	702	8,935	2,148	922	2,318	12	5,400	348	5,327	3,622	140	3,76	9,162
Total ...	47,821	810,729	2,21,654	31,707	56,708	2,822	3,12,891	5,587	83,804	11,816	346	12,162	3,25,053

SUMMARY OF PAYMENTS FROM THE PRIMARY GRANT.

	Rs.
To stipendiary schools (a) ...	2,61,409
,, non-stipendiary schools (b) ...	3,25,053
,, indigenous (private) schools ...	1,338
,, Other payments* ...	60,680
Total Payments ...	6,48,480
Total District Primary Allotment ...	6,83,683

* DETAILS OF "OTHER PAYMENTS."

	Rs.
Chief gurus for inspection ...	19,385
Prizes ...	18,281
Printing and contingencies ...	7,307
Contributaries to Circle and Model Schools ...	4,360
Grants for houses and furniture ...	5,264
Special Primary Scholarships ...	2,530
For attendance registers ...	2,902
Miscellaneous ...	651
Total ...	60,680

W. H. D'C.—Reg. No. 4054J—550—2-1-85.